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ABSTRACT

A study was conducted to identify factors which inhibit the ability of Vermont secondary school students to enroll or maintain enrollment in a vocational education program. At fifteen vocational centers and their feeder high schools, self-administered questionnaires were given to vocational program students and non-program students, as well as to their parents. Vocational center personnel--teachers, counselors, etc.--were also given the questionnaire. Among the results were the following: parents, followed by counselors, were identified as the individuals having had the most influence on choice of curriculum; and most centers conduct programs in the feeder high school to inform students about the vocational centers. Recommendations included: (1) a public relations program to inform parents and students about the opportunities in vocational education; (2) vocational centers must be flexible to meet the changing needs of the job market; and (3) a definite, written recruitment policy, worked out between the centers and the feeder schools, is needed. (Sample interviews, surveys, and worksheets are appended.) (CT)

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EQUALIZING ACCESS TO VOCATIONAL CENTERS

for

STATE OF VERMONT
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
MONTPELIER, VERMONT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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April, 1979

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RESEARCH REPORT

The research report herein was performed pursuant to an agreement made by and between the State of Vermont, by the Research Coordinating Unit on behalf of the State Department of Education, and Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania. The contractors undertaking this project were encouraged to express their professional judgment freely in the conduct of the project. The points of view and opinions stated herein do not necessarily represent the position or policy of the State Department of Education of the State of Vermont or of the Vocational Technical Division.

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EQUALIZING ACCESS TO VOCATIONAL CENTERS

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CHAPTER 1

INTRODUCTION

The study entitled Equalizing Access to Vocational Centers in Vermont was conducted for the Vermont Board of Education, Department of Education, Vocational Technical Division, by Associated Educational Consultants, Inc., (AEC) with particular emphasis devoted to the following areas:

1. Research current practices influencing student participation in area vocational centers.
2. Propose transferable practices to improve the rate of participation of feeder school students to the area vocational centers.
3. Propose methods to implement the desirable practices and eliminate the undesirable practices.

Vocational education was created by society for its own benefit, its design being socio-economic, its major concern the well-being of people, with a focus on their occupational life. However, in 1963 the United States Congress, through the Vocational Education Act, proposed that persons of all ages and communities should have ready access to vocational education based upon individual needs, interests and abilities. Successive amendments of the Vocational Education Act have expanded upon the findings and recommendations of the first (1968) Advisory Council on Vocational Education, which assembles periodically to study the Nation's program of vocational education. The Council's findings, at that time, reflected imperative educational needs:

1. No longer can the emphasis be on matching the best man with an existing job; it must be placed on providing a suitable job for each man or equipping the man to fill a suitable job.
2. Less emphasis must be placed on manpower as an economic resource and more on employment as a source of income and status for workers and their families.

3. A reorientation of values is needed to satisfy a new set of closely interwoven functions.

4. The opportunity must be provided to improve the individual's employment status and earnings and to help him adapt to a changing economic environment and an expanding economy.

5. Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils--both in terms of occupations and higher education.

6. The study of the world of work is a valid part of education for all children--it documents for youth the necessity of education both academic and vocational.

Vocational education as currently practiced is life-long career development for every person who can profit from such a program. Historically, the public concept of vocational education has been the acquisition of specific skills by youth and adults for entry-level jobs. Today, however, expanded awareness and enabling legislation have extended the intent to include providing relevancy to all kinds of education and to expand the options available to each individual so as to result in more meaningful roles which are more closely attuned to the individual's needs and goals. To this end, the need to prepare our more disadvantaged citizenry to move from the frustration of poverty and unemployment through social mobility and to meaningful employment has evolved as a major responsibility of vocational educators. The economic role to provide qualified manpower demanded by our rapidly changing and complex technology has also been intensified.

The model for vocational education is a tri-part theoretical design consisting of foundation principles, interpretation and implementation. After more than fifteen years of implementation, according to the 1963 Act, vocational educators are still involved in the implementation phase, which necessarily contains self-adjusting quality controls to achieve goals. This dynamic phase of vocational education works in concert with contemporary social and economic need as educators develop plans, share practical experience and seek new creative and innovative

methods of implementation to the end that an ever-increasing number of people are served in an ever-expanding occupational structure.

To assure equalization of opportunity in vocational education, the United States Department of Health, Education and Welfare issued "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap" (effective March 15, 1979), which summarize the need:

> Vocational education is a critical and growing sector of the Nation's education system. It is offered in over 14,000 school districts and in community and junior colleges. It is also provided through more than 2,000 secondary and postsecondary vocational education centers . . . that have as their primary or sole objective the teaching of skills that lead to employment. The variations of programs and courses number in the thousands. They include . . . "work study" for students needing part-time employment to support their vocational studies; "cooperative education" for students who receive credit for work at jobs related to their vocational field; and "apprentice training" for students affiliated with a labor union or another sponsor. Whatever the organization of vocational education, it is closely tied to the skill development needs of communities, states, and regions. Obtaining compliance with civil rights authorities in these diverse programs will require the participation and cooperation of all vocational education administrators and all agencies of the Department of Health, Education and Welfare . . . (These guidelines) are provided with the expectation that they will contribute to bringing an end to unlawful discrimination against persons seeking the skills necessary for gainful and meaningful employment.

Thus, any efforts to equalize access to vocational centers must be considered not only in light of participation rates from feeder schools to vocational centers, but also in respect to segments of the population which have heretofore felt discrimination.

Through vocational education, in-school youth can prepare for the world of work effectively. At the same time youth and adults--out-of-school, employed or underemployed--can find in the vocational education program the means of acquiring the skills and knowledge required for labor-force mobility.

Design of the Study

The primary goal of the study was to identify factors which inhibit the ability of Vermont secondary school students to enroll or maintain enrollment in a vocational education program. In order to explore this primary goal it was necessary to review the following: State, county and local curriculum requirements in terms of State and local standards which have been developed, and under which programs they operated; administrative procedures at the local and State board levels; procedures being utilized to make students aware of vocational opportunities, including such things as student identification concerning recruitment, selection and program placement; and also to identify other factors which may affect vocational education enrollment and the degree to which they limit participation. AEC will particularly study current practices at vocational centers with high participation rates and low participation rates to provide consistency to the analysis.

Since the State of Vermont has fifteen vocational centers, it was decided to visit all fifteen vocational centers (comprehensive home high schools) and a feeder high school for each vocational center. At the fifteen vocational centers personal interviews were conducted with the high school principal, vocational coordinator or guidance counselor, an academic teacher, a vocational teacher and the vocational director. At each of the feeder high schools, personal interviews were conducted with the high school principal, guidance counselor, an academic teacher and a vocational teacher.

At each vocational center, as well as the feeder high schools, a self-administered questionnaire was given to approximately twenty-five students who were taking the vocational program and to twenty-five students who were not taking the vocational program. A self-administered questionnaire was given to the parents of each one of these students. Thus, ideas were obtained from not only the professional

staff, but also the students and their parents in reference to factors that inhibited students from entering the vocational setting.

A self-administered questionnaire was also designed and administered to all members of the Vocational Technical Division to allow them to express their opinions.

Information was obtained relative to changes in the procedures for identifying, recruiting, screening and placing students into vocational education programs and the supportive services needed by present and potential students to facilitate their enrollment and retention in vocational education programs. Recommendations for alternate procedures and services would permit students not presently enrolled to be enrolled in vocational programs if such State and local level policies were modified.

Composition of the Report

Chapter Two details the methodology. It relates in more definitive terms the selection sample of the student population and the geographic locations of the fifteen vocational target sites and the fifteen feeder high schools. It details responses, by percentage, of the students and parents to the vocational and non-vocational questionnaire grouping. This chapter correlates student and parent responses pertaining to area of residence, grade level, type of school setting, occupation of father and program areas by sex.

Continuing further is a composition of the one hundred thirty-seven professional staff members who were interviewed, as well as the distribution of enrollments, student characteristics, principals' responses and a listing of schools of high congruence, moderate congruence and low congruence. Procedures for reviewing the State laws as well as conducting self-administered questionnaires to Division staff members concluded this chapter.

Chapter Three deals with interviewing professional staff members. The staff was analyzed by separate positions, as well as by separate school settings (high congruence, moderate congruence, low congruence). The major areas considered in the personal interviews were: vocational directors' leadership position; recruitment and selection into a vocational center; feelings of the professional staff toward vocational education; obtaining local jobs for students in areas for which they have been trained; rules and regulations that affect the vocational program; and, finally, other specific factors that cause students to avoid vocational programs. These were broken down into administrative factors, curriculum factors, attitudinal factors, factors relating to the feeder schools and other demands on students.

Chapter Four deals specifically with the student and parent questionnaires. It will be recalled that self-administered questionnaires were given to vocational students and non-vocational students and to the parents of each of these two groups. The first part of the chapter deals with the influences experienced by students in reference to a vocational curriculum, as well as consideration of a vocational program by non-vocational students. A large section of the chapter relates to attitudes toward vocational education. Here are related the five most favorable items and the five least favorable items expressed by students toward vocational education, followed by the five most favorable items and five least favorable items expressed by parents toward vocational education. The final section of the chapter deals with career plans of students as reported by the students and by their parents with reference to satisfying their career desires, types of jobs that are expected after finishing school, and the possibility of leaving the area after completion of their school programs.

Chapter Five reviews the administrative and supervisory procedures and standards through self-administered questionnaires. The following areas were

investigated: problem areas for attracting students to vocational education; organizational problems in different types of vocational training facilities; cooperative vocational education programs; qualifications of applicants to participate as vocational students; advisory committees and job preparation programs for school dropouts. This chapter summarizes the ideas now existing within the Division relative to vocational education.

Chapter Six attempts to integrate the results by specific topics found in Chapters Three, Four and Five. The major findings are summarized and recommendations for dealing with certain issues are presented.

CHAPTER 2

METHODOLOGY

Since the primary goal of this study was to identify factors which inhibit Equalizing Access to Vocational Centers for Vermont secondary school students enrolling and maintaining enrollment in vocational education programs, it was felt that all vocational centers would be visited as well as one feeder school from each of the vocational centers. It was also felt that input into collectively analyzing the segments of study would be best served by allowing that input to come from members of the Division of Vocational-Technical Education and from personal interviews with the professional staffs in thirty project sites, as well as by providing opportunity for vocational students and their parents to express their opinions. Also, the study took into consideration a control group composed of non-vocational students and their parents.

This chapter discusses the procedures that were followed to define the populations to be sampled, to select the actual samples, and to collect data from these samples.

Scope of Work and Selection of Samples

The parameters of the scope of work were set forth in the request for the research proposal as follows:

> "To include, but not be limited to, research on current practices at area vocational centers, home schools, and sending high schools influencing student participation at area vocational centers. These practices are to be studied at those centers with high participation rates and those with low participation rates. Participation rate is to be determined by review of the percentage of potential sending school students attending the center as compared to the percentage of potential students attending from the home school. Highest participation rates are those which are most nearly equal--home and sending schools. Lowest participation rate is for those centers with the greatest difference in sending and home school rates."

In meeting with State Department staff and Task Force members, it was determined that the participation rates were concerned with the congruence of participation and not with actual percentages of enrollment. When the percentage of participation from each vocational center (comprehensive home high school) was compared to the average of its feeder schools there was a natural trichotomy. Five vocational centers (comprehensive home high schools) evidenced a high congruence in participation rate. Seven vocational centers (comprehensive home high schools) evidenced a moderate participation factor and three vocational centers (comprehensive home high schools) evidenced a low participation factor.

Table 2.1 relates the percentage comparisons of the vocational (comprehensive home high schools) and their feeder schools. In reference to eleventh and twelfth grade enrollments, the number of students, the percentage of vocational students to the enrollment and the adjusted percentage of vocational students to the enrollment is indicated. The adjusted percentage of students attending any specific center is calculated by first deducting the number of students attending another center from the total enrollment.

In identifying the feeder schools to be included in this study, the sample was chosen using two decision rules:

1. The individual sending school percentage must represent the overall participation rate of its group, i.e., high, moderate and low.
2. Enough students attend the vocational center in order to allow for adequate information to be collected.

When more than one feeder school met the requirements of the two rules stated above, a random selection procedure was utilized. See Table 2.2 for a listing of the vocational centers (comprehensive home high schools) and the feeder high schools as selected for this study. These were divided into high congruence (35% and less), moderate congruence (36% - 64%), and low congruence (65% and over). In terms of high congruence, the difference between the percentage of students attending the center from the home school and the percentage of feeder school students attending in less than 35%

TABLE 2.1 (Continued)

PERCENTAGE COMPARISON OF THE VOCATIONAL CENTERS (COMPREHENSIVE HOME HIGH SCHOOLS) AND THE FEEDER SCHOOLS

		Enrollment 11th & 12th	Vocational Students	%	Adjusted %
11.	Hartford High School	346	265	76	76
	(1) Woodstock UHS	265	22	8	8
	(2) Thetford Academy	121	4	3	4
	(3) Norwich/Dresden Union School	94	6	6	6
	(4) Windsor High School	168	28	17	17
12.	Randolph UHS	188	104	55	55
	(1) Whitcomb High School	68	35	51	51
	(2) Northfield High School	160	60	37	37
	(3) S. Royalton High School	92	24	26	26
	(4) Chelsea High School	55	8	14	14
	(5) Rochester High School	54	17	31	31
13.	Essex Junction Education Center	669	184	27	28
	(1) Burlington High School	761	7	.9	2
	(2) Colchester High School	353	33	9	12
	(3) Champlain Valley UHS	538	42	8	8
	(4) Bellows Free Academy	129	25	19	21
	(5) Mt. Mansfield UHS	436	69	16	16
	(6) Milton High School	289	16	5	8
	(7) S. Burlington High School	480	72	15	16
	(8) Winooski High School	209	48	23	25
14.	Barre Area Vocational Center	684	326	48	48
	(1) Cabot High School	50	17	34	34
	(2) Harwood UHS	255	27	10	10
	(3) Montpelier High School	295	50	17	17
	(4) Twinfield UHS	74	28	38	38
	(5) Union 32 High School	231	37	16	16
	(6) Williamstown High School	153	28	18	18
15.	Rutland Area Vocational Center	590	240	41	41
	(1) Union 39 - Black River	111	41	37	37
	(2) Union 16 - Fairhaven UHS	308	37	12	12
	(3) Union 40 - Mill River UHS	205	44	21	21
	(4) West Rutland	96	41	43	43
	(5) Otter Valley UHS	286	66	23	27
	(6) Poultney High School	119	27	23	23
	(7) Proctor High School	94	25	26	26

Data taken from 1977-1978 Vermont School Enrollment.

TABLE 2.2

CONGRUENCE OF THE VOCATIONAL CENTERS (COMPREHENSIVE HOME HIGH SCHOOLS) AND THE FEEDER SCHOOLS

High Congruence - 35% and less:

Barre Area Vocational Center
a. Twinfield UHS

Essex Junction Education Center
a. Winooski High School

Middlebury UHS
a. Vergennes UHS

Randolph UHS
a. Northfield High School

Rutland Area Vocational Center
a. West Rutland

Moderate Congruence - 36% to 64%:

Brattleboro UHS
a. Bellows Falls UHS

Burlington High School
a. Colchester High School

Lamoille UHS
a. Hazen UHS

Mt. Anthony UHS
a. Arlington High School

North Country UHS
a. Lake Region UHS

Ox Bow High School
a. Thetford Academy

St. Johnsbury Academy
a. Danville High School

Low Congruence - 65% and over:

Bellows Free Academy
a. Mississquoi Valley UHS

Hartford High School
a. Woodstock UHS

Springfield High School
a. Green Mountain UHS

AEC found it quite essential that we allow students and parents of students to reflect their attitudes toward vocational education. Thus, AEC asked the cooperation of the principal, guidance counselor and vocational coordinator in helping to distribute the questionnaires to vocational students, non-vocational students, parents of vocational students and parents of non-vocational students. Since a State-wide master list of vocational students was not available, the guidance counselor or vocational coordinator was asked to use the grade-level master list for eleventh and twelfth grades.

The feeder high schools randomly selected twelve vocational students and twelve non-vocational students and the parents of these twelve vocational students and twelve non-vocational students. At the vocational center (comprehensive home high school), the guidance counselor or vocational coordinator was asked to randomly select thirteen vocational students and thirteen non-vocational students and these thirteen vocational students' parents and thirteen non-vocational students' parents. The guidance counselor or vocational coordinator was asked to select a matching non-vocational student with each of the vocational students by using matching variables of sex and grade. Once the matching students were chosen, the counselors were asked to administer the questionnaires to these students and to distribute the parental questionnaires. The parental questionnaire was to be taken home, completed by a parent, and returned to school. The response rate of vocational students and non-vocational students and the parents of each can be viewed in Table 2.3.

The self-administered student questionnaire appears in Appendix E. The questionnaire was designed by AEC with consultation and direction by the Task Force assigned to this project.

The following is an outline of the questionnaires administered to the students and parents:

Students	25 vocational (13 Home + 12 Feeder)	x	15	= 375
	25 non-vocational (13 Home + 12 Feeder)	x	15	= 375
	TOTAL			750
Parents	25 Parents of vocational students (13 Home + 12 Feeder)	x	15	= 375
	25 Parents of non-vocational students (13 Home + 12 Feeder)	x	15	= 375
	TOTAL			750

AEC distributed the student and parent questionnaires to the counselors between February 26 and March 1, 1979. The counselors were asked to return the questionnaires to AEC within the next ten school days. AEC allowed a three-week completion of the student and parent questionnaires and used the cut-off date of March 23, 1979. The parental questionnaires were also issued to the guidance counselors and vocational coordinators on the same date that the student questionnaires were distributed and used the same cut-off date. The parental questionnaire appears in Appendix F and was also designed by the AEC staff in consultation with the Task Force assigned to this project.

AEC was most interested in obtaining the views of the professional staff located throughout the State of Vermont, as well as the views of the students and parents of both vocational and non-vocational students. AEC was equally interested in obtaining the ideas and thoughts of the top echelon administrative personnel and State supervisors of the Vermont Division of Vocational-Technical Education. Thus, on February 2, AEC supervised a self-administered questionnaire (Appendix G) to eleven members of the Division. Since the staff of the Division of Vocational-Technical Education is relatively small, this gave every member the opportunity to express their views in reference to such things as changes in State graduation requirements,

problems in attracting students into vocational education, organization of vocational education, problems encountered in conducting programs such as work-study, legal provisions, and any other problems or ideas that they would like to express. Their ideas on various subjects will be narrated in Chapter Five.

TABLE 2.3

PERCENT OF STUDENT AND PARENT RETURNS TO SELF-ADMINISTERED QUESTIONNAIRE

Sample Returns	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
Students						
Number returned	111	110	158	149	70	40
Sample	125	125	175	175	75	75
% Returned	89	88	90	85	93	53
Parents						
Number returned	78	74	86	90	41	52
Sample	125	125	175	175	75	75
% Returned	62	59	49	51	55	69

Personal interviews with the professional staff members were conducted by a team of AEC staff members during the week of February 26 through March 1, 1979. In all, a total of 137 interviews were conducted. This figure includes four interview forms which were returned by mail to AEC because they were either unavailable on the day of the interview or due to inclement weather.

At the fifteen vocational centers (comprehensive home high schools), personal interviews were conducted with the vocational director, the principal, one academic teacher, one vocational teacher, and one guidance counselor and/or vocational coordinator. At the fifteen selected feeder schools, personal interviews were conducted with the principal, one academic teacher, one vocational teacher and one guidance counselor. The professional staff interview forms were designed by AEC and through the consultation of the Task Force assigned to this project. All teachers were selected by the principal or the vocational director. These professional staff interviews were recorded on two different forms which appear as Appendix A and Appendix B. The following chart shows an outline of the interviews of the professional staff:

15 Vocational Centers	15 Feeder Schools
1. High School Principal	1. High School Principal
2. Vocational Coordinator or Guidance Counselor	2. Guidance Counselor
3. Teachers	3. Teachers
a) One vocational teacher b) One academic teacher	a) One vocational teacher b) One academic teacher
4. Vocational Director	
Sub-Totals: 5 Interviews x 15 = 75	4 Interviews x 15 = 60
Total: 135 Interviews	
Grand Total: 137 Interviews*	

NOTE: 2 co-op coordinators were also interviewed and their responses will be recorded with the Guidance Counselors.

See Table 2.4 for the number of interviews with the professional staff.

TABLE 2.4

NUMBER OF INTERVIEWS WITH PROFESSIONAL STAFF BY VOCATIONAL CENTER (COMPREHENSIVE HOME HIGH SCHOOLS) AND FEEDER SCHOOLS

Staff	Center	Feeder	
Administrators			
Vocational directors	15	-	
Principals	15	15	
Total	30	15	
Teachers			
Vocational	15	15	
Academic	15	15	
Total	30	30	
Guidance Counselors			
Vocational Coordinators	11	-	
Guidance counselor/co-op	6	15	
Total	17	15	
Total Interviews	77	60	= 137

CHAPTER 3

PROFESSIONAL STAFF INTERVIEWS

One of the ingredients that is of utmost importance in any research study is getting a pulse from the professional staff. Thus, members of the AEC staff visited fifteen vocational centers (comprehensive home high schools) and fifteen feeder high schools, a total of thirty different sites. A questionnaire was designed by AEC for personal interviews at the vocational centers (comprehensive home high schools) with the vocational director, the principal, the vocational coordinator or guidance counselor, a vocational teacher and an academic teacher. A separate questionnaire was designed by AEC for the personal interviews at feeder high schools, where interviews were conducted with the principal, a guidance counselor, a vocational teacher and an academic teacher. Two cooperative education coordinators were also interviewed. A total of 137 personal interviews were conducted. It is AEC's feeling that, with this diversity of personal interviews, one can obtain an excellent pulse of what is now happening in vocational education, as well as some idea of what the professional personnel think should happen in the future. Some questions on both questionnaires were the same, while others were designed more specifically for a center or a feeder; thus, the N's fluctuated depending upon the question being asked according to the interview form used.

The following tables were analyzed by using two different systems. One system analyzes the responses of the vocational centers (comprehensive home high schools) and the feeder high schools in relation to how these thirty sites fit into a high congruence, moderate congruence and low congruence. Even though the N's may sometimes be small, it was felt that a much truer analysis of the six sub-divisions

and the congruences could be viewed by this method of reporting rather than by collapsing the data into just the categories of vocational centers and feeder high schools.

The other system of analysis used was to compare the responses among the various professional staff members. Thus, the professional staff is reported as: vocational directors, principals, vocational coordinators, guidance counselors, vocational teachers and academic teachers. Again, the N's for some of the analyses were small, but it was also felt a truer analysis could be obtained by reporting according to position rather than collapsing this data into administrative personnel and teachers.

Recruitment and Selection

Table 3.1 shows no significant difference across the categories of congruence of feeder high schools. It appears that the most common activities conducted by vocational instructors at the feeder high schools are the Spring Fair and career assembly, followed by student visits, meetings with students and parents, and exploratory programs. Even though there are no significant differences, it appears that the vocational instructors at the feeder schools of moderate and low congruence conduct slightly more formal activities to acquaint students with their vocational courses.

TABLE 3.1

DO THE VOCATIONAL INSTRUCTORS IN YOUR SCHOOL EVER CONDUCT ANY FORMAL ACTIVITIES TO ACQUAINT STUDENTS WITH THEIR VOCATIONAL COURSES?

Recruitment Activities	High Congruence Feeder	Moderate Congruence Feeder	Low Congruence Feeder	Total Responses	
	%	%	%	%	N
No	42	46	58	48[a]	28[a]
Yes	58	54	42	52[a]	31[a]
Student visit	11	32	17	22	13
Spring Fair/ Career Assembly	28	29	25	28	16
Exploratory Program	28	11	25	19	11
Meetings with students & parents	11	25	25	21	12
Exhibits/displays	0	11	25	10	6
Base Number	19	28	12		59[a]

[a]Chi-square: .79, p. = n.s.

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity. None of the percentages differ significantly across groups at the .05 level.

To the question, "How about the local vocational center: does it conduct any recruitment of students?" as related in Table 3.2, there is no significant difference across the six groups. The three most popular student recruitment methods used by the local vocational center are: visitations to the center and shadowing; slide presentations; summer exploration, career days and assemblies, in that order. The interviewees did show a significant difference across the six groups in relation to the responses of open house or parents' night. This would indicate that the schools of high and moderate congruence use this recruitment techni[illegible]e more so than the schools of low congruence.

TABLE 3.2

HOW ABOUT THE LOCAL VOCATIONAL CENTER: DOES IT CONDUCT ANY RECRUITMENT OF STUDENTS?

Conduct Recruitment	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	4	10	0	11	0	8	7[a]	7[a]
Yes	96	90	100	89	100	92	95[a]	124[a]
Slide Presentation	44	58	41	53	66	17	47	63
Open House/ Parents Night	36	47	33	28	0	8	29[b]	39[b]
Tours/visitations to center/ shadowing	92	63	80	75	76	75	78	104
Tests/GATB/ Hands on Experience	0	0	3	7	0	0	2	3
Counseling/ Interviews	12	9	14	21	15	33	15	21
Public Relations/Newspapers/Radio	24	11	8	11	8	0	11	15
Summer exploration/career days, assem.	32	32	41	42	38	8	35	47
Base Number	23	19	36	28	13	12		131[a]

[a]Chi-square: 5.62, p. = n.s.
[b]Chi-square: 11.75, p. $<$.05

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity.
Note: Any percentages not noted do not differ significantly across groups.

Table 3.3 shows significant differences across the six groups in response to the question, "How does the average student seem to respond to these recruitment activities?" It will be noticed that 58% of the responses indicate a positive response by students and only 5% are indicating a negative response. On the other

hand, however, close to 40% are indicating that student responses are either neutral or mixed reactions, or interviewee didn't know. It appears that the higher the congruence, the more positive the response is to recruitment activities conducted by the vocational center.

TABLE 3.3

HOW DOES THE AVERAGE STUDENT SEEM TO RESPOND TO THESE RECRUITMENT ACTIVITIES?

Reactions	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
Positive	64	64	52	73	39	50	58	77
Negative	0	5	3	12	0	8	5	6
Neutral	20	5	3	11	27	0	11	14
Mixed Reactions	4	16	17	4	20	42	14	19
Don't Know	12	10	25	0	14	0	12	16
Base Number	25	19	35	26	15	12		132

Chi-square: 37.84, p. $<.01$

Table 3.4 shows significant differences across the six groups in response to the question, "Do you have any ideas as to how recruitment for vocational education could be made more effective?" It appears that the three leading ideas to improve recruitment for vocational education would be to involve more individuals and parents, more hands-on experience and career exploration, and more student exposure to the center. These responses were most frequent at the center of high and low congruence. There was also significant difference exhibited on a response coming from the low congruence feeder of having the State give full tuition funding. One must notice that the N is extremely small. It is evident that the responses are indicating that parents become involved and that there be more hands-on experience and career education and more student exposure. These are three areas that are

being used in recruitment today, but they are also the areas mentioned that need improvement.

TABLE 3.4

DO YOU HAVE ANY IDEAS AS TO HOW RECRUITMENT FOR VOCATIONAL EDUCATION COULD BE MADE MORE EFFECTIVE?

Recruitment Made More Effective	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
Hands-on exper./ career awareness/ exploration	44	50	17	7	46	17	27[a]	36
More student exposure to ctr./shadowing	21	17	17	21	40	42	23	31
More involvement by individuals/ parents, etc.	45	21	31	32	46	17	33	44
More displays, exhibits, etc.	17	11	14	7	27	8	13	18
Recruit 10th grade/eliminate sex stereo.	8	0	3	4	0	0	3	4
State full tuition funding	0	0	3	0	0	17	2[b]	3
More follow-up	0	0	3	7	7	0	3	4
Improve transportation	0	5	6	7	0	0	4	5
Base Number	25	19	35	26	15	12		132[ab] 145

[a]Chi-square: 18.69, p. < .001
[b]Chi-square: 13.34, p < .05

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity.
Note: Any percentages not noted do not differ significantly across groups.

To the question, "Do you ever have more students apply for a vocational program than there are openings available?" as related in Table 3.5, there is a significant difference across the six groups. At all three levels, the centers indicate a much

higher response th[illegible]ere are more students applying than there are openings than did the feeder schools of each of the categories of congruence. It appears that counseling and interviews and the use of an advisory or admissions committee are the two most widely used ways of selecting students to be admitted.

TABLE 3.5

DO YOU EVER HAVE MORE STUDENTS APPLY FOR A VOCATIONAL PROGRAM THAN THERE ARE OPENINGS AVAILABLE?

More students apply than openings available	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	12	41	19	68	13	42	32[a]	43
Yes	88	59	81	32	87	58	68[a]	90
Counseling/ interviews	32	32	12	7	20	25	19	25
Attendance	5	5	15	4	7	8	8	10
Grades/past performance/faculty recommendation	9	0	15	11	0	8	8	11
Attitudes/ interest	18	31	9	4	0	8	11	15
Advisory or admissions comm.	27	11	15	7	0	8	12	16
Jr. or Sr. have preference	5	5	8	0	0	16	5	7
Base Number	25	17	36	28	15	12		133[a]

[a]Chi-square: 27.16, $p < .001$

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity.
Note: Any percentages not noted do not differ significantly across groups.

Table 3.6 shows no significant difference across the six groups in their responses to the question, "Do you have any regular selection criteria for any of the vocational programs either in your school or at the vocational center?", although there appears to be a little more consistency in the moderate and low categories of

congruence. It is also indicated that even though they say that they have a regular selection criteria, there is very little written selection policy. The criteria most used for selection were stated as prerequisite courses, teacher recommendation and attendance and grades. There is also significant difference across the six groups in reference to the use of teacher recommendation as a criterion, which apparently is one criterion that is used more heavily in the higher categories of congruence.

TABLE 3.6

DO YOU HAVE ANY REGULAR SELECTION CRITERIA FOR ANY OF THE VOCATIONAL PROGRAMS EITHER IN YOUR SCHOOL OR AT THE VOCATIONAL CENTER?

Student Selection Criteria	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	38	56	67	67	58	58	58[a]	74
Yes	62	44	33	33	42	42	42[a]	52
Prerequisites/ basic competency	18	26	19	21	36	42	23	29
Vo-ed council/ committees	14	0	3	7	7	0	6	7
Teacher recommendation	29	21	6	4	14	0	12[b]	15
Interviews/ counseling	9	16	0	4	0	8	5	7
Interest/ ability skills	0	2	4	2	0	1	7	9
Attendance/ grades	14	0	13	7	21	8	10	13
Base Number	21	18	36	27	12	12		126[a]

[a]Chi-square: 5.4, p. = n.s.
[b]Chi-square: 11.96, p. $<$ .05

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity.
Note: Any percentages not noted do not differ significantly across groups.

Table 3.7 shows no significant difference among the feeder categories of congruence to the question, "Do you ever personally encourage students to take vocational programs? If so, what kinds of students do you encourage?" The three most noted areas that were significant indicated that the interviewee personally encouraged students to take vocational programs when the student showed interest, talent and ability, were non-college-bound, or were lacking direction. Even though there is no significant difference, it appears that the feeder schools of high and moderate congruence indicate that they personally encourage students who are not going to college and students who lack direction and are potential dropouts more so than the feeder schools of low congruence.

TABLE 3.7

DO YOU EVER PERSONALLY ENCOURAGE STUDENTS TO TAKE VOCATIONAL PROGRAMS? IF SO, WHAT KINDS OF STUDENTS DO YOU ENCOURAGE?

Encourage Students	High Congruence Feeder	Moderate Congruence Feeder	Low Congruence Feeder	Total Responses	
	%	%	%	%	N
No	5	0	17	5[a]	3
Yes	95	100	83	95[a]	56
Yes, all students	16	21	33	22	13
Yes, interest, talent, ability, aptitude	58	60	58	59	35
Yes, academic	5	4	8	5	3
Yes, non-college	21	42	8	29	17
Yes, those who can benefit/lack direction	31	32	17	29	17
Yes, potential dropouts	11	11	0	9	5
Base Number	19	28	12		59[a]

[a]Chi-square: 5.09, p. = n.s.

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity. None of the percentages differ significantly across groups at the .05 level.

To the question, "Do you ever discourage students from taking a vocational program?" as illustrated in Table 3.8, there was no significant difference across the six groups. When the interviewees were asked what types of students they discourage from taking a vocational program, the two most popular responses were those lacking responsibility, ability and aptitude and those who could succeed in college. It will also be noted that there was a significant difference among the categories of congruence to the response registered by interviewees stating that the students that they discourage are the ones who can succeed in college.

It may also be noted that there is a significant difference to the response of parental pressure in relation to a type of student who is discouraged from taking a vocational program. This is so noted, even though the N is quite small, at the low congruence center.

TABLE 3.8

DO YOU EVER DISCOURAGE STUDENTS FROM TAKING A VOCATIONAL PROGRAM?
WHAT TYPES OF STUDENTS?

Discourage Students	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	69	47	61	52	50	67	58[a]	77
Yes	31	53	39	48	50	33	42[a]	55
Those lacking respon./abil./apt.	23	21	26	25	28	20	25	32
Those who can succeed in coll.	9	21	6	25	0	0	12[b]	15
Scheduling difficulties	4	5	12	11	0	0	7	9
Behavior problems	9	10	8	4	0	0	6	8
Parental pressure	0	0	3	0	15	0	3[c]	3
Attendance problems	5	0	3	4	8	0	3	4
Base Number	26	19	36	27	12	12		132[a]

[a] Chi-square: 3.47, p. = n.s.
[b] Chi-square: 10.54, p. $<$ .05
[c] Chi-square: 11.43, p. $<$ .05

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity.
Note: Any percentages not noted do not differ significantly across groups.

Staff Involvement and In-Service

Table 3.9 shows a slightly significant difference across the six groups in response to the question, "Do the teachers from your school and the vocational center ever meet to plan coordinated instruction?" Although 65% of the total responses indicate that the teachers from the feeder school and the vocational center do not meet to plan coordinated instruction, the largest discrepancy exists between the center and feeder schools of the low congruence and the feeder and center schools of the moderate congruence. Thus, it is apparent that the feeder schools in the moderate congruence group and the center schools in the low congruence group are not meeting to plan coordinated instruction.

TABLE 3.9

DO THE TEACHERS FROM YOUR SCHOOL AND THE VOCATIONAL CENTER EVER MEET TO PLAN COORDINATED INSTRUCTION? HOW OFTEN DO THEY MEET?

Coordinated Instruction	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	53	53	66	78	73	59	65	87
Yes	27	16	14	11	7	33	17	23
Yes, Rarely	12	10	14	4	13	8	10	14
Yes, Not on informal basis/ phone	4	0	6	7	0	0	4	5
Yes, Adm./counselors/not teachers	4	5	0	0	7	0	2	3
Yes, Business Ed. teachers	0	16	0	0	0	0	2	3
Base Number	26	19	36	27	15	12		135

Chi-square: 34.23, p. < .10

To the question, "Do you think the feeder school staff has been in-serviced on the opportunity of the vocational center?" there is a significant difference across the six groups, as shown in Table 3.10. Although a total of 51% is indicating that the

feeder school staff has not been in-serviced, it certainly denotes that there is a large difference in responses between the center and feeder schools in all three categories of congruence. The feeder schools within the high congruence and low congruence categories certainly do not feel that they are as well in-serviced as the moderate feeder schools. One may also notice that the feeder schools of the low congruence have registered by far the highest response to the fact that they have not been in-serviced on the opportunities of the vocational center.

TABLE 3.10

DO YOU THINK THE FEEDER SCHOOL STAFF HAS BEEN IN-SERVICED ON THE OPPORTUNITY OF THE VOCATIONAL CENTER?

Feeder School Staff In-Service	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	64	37	49	28	67	83	51	67
Yes	24	47	45	68	27	17	41	55
Yes, Only thru students/guid.	4	5	0	0	0	0	2	2
Some yes, some no	8	11	6	4	6	0	6	8
Base Number	25	19	33	28	15	12		132

Chi-square: 22.86, $p. < .05$

Table 3.11 related a significant difference in the responses to the question, "Do you think the feeder school staff has been in-serviced on the opportunity of the vocational center?" which was asked of the staff at vocational centers. It is quite evident that the vocational directors, the guidance counselors and the teachers certainly do not feel that feeder school staffs have been adequately in-serviced in reference to the vocational center. This certainly seems to be an area where more emphasis must be placed so that the guidance personnel and the teaching staff will be much more knowledgeable about the vocational center.

TABLE 3.11

DO YOU THINK THE FEEDER SCHOOL STAFF HAS BEEN IN-SERVICED ON THE OPPORTUNITY OF THE VOCATIONAL CENTER?

Response	Center School Staff						Total Responses	
	Principal	Vocational Director	Vocational Coordinator	Guidance Counselor	Vocational Teacher	Academic Teacher		
	%	%	%	%	%	%	%	N
No	39	79	18	60	60	80	58	42
Yes	61	14	73	20	27	13	34	25
Yes, Only thru stud.	0	0	9	0	0	0	1	1
Some yes, some no	0	7	0	20	13	7	7	5
Base Number	13	14	11	5	15	15		73

Chi-square: 27.33, p. $<$ .05

Table 3.12 shows a significant difference across the six groups in response to the question, "How much input do you have on the vocational center's operations in reference to curriculum?" Over 60% of the total responses are indicating that they have either none, minimum or moderate input to the vocational center's operations in reference to curriculum. It is quite evident that the feeder schools of all three categories of congruence are indicating that they have very little input in developing the curriculum. One must notice that, collectively, the feeder schools of the high congruence group register slightly over 50% that they are involved in curriculum development in one way or another at the vocational center.

TABLE 3.12

HOW MUCH INPUT DO YOU HAVE ON THE VOCATIONAL CENTER'S OPERATIONS IN REFERENCE TO CURRICULUM?

Curriculum Input	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
None	20	47	8	57	13	60	31	41
Minimum	12	21	14	25	7	20	16	22
Moderate	23	21	19	11	13	20	18	24
Substantial	42	5	47	7	60	0	30	40
Min. because of other involve.	3	1	12	0	7	0	4	6
Mod. because of other involve.	0	5	0	0	0	0	1	1
Base Number	26	19	36	28	15	10		134

Chi-square: 57.48, $p. < .001$

Upon analyzing the center school staffs' responses to the question, "How much input do you have on the vocational center's operations in reference to curriculum?" there is a significant difference across the professional staff, as illustrated in Table 3.13. Slightly less than 50% are indicating that they have a substantial role in the development of curriculum with, of course, the vocational director having the greatest input. What may be noticed is the wide spread of answers that were received from the guidance counselors, academic teachers and, most notably, the vocational coordinators.

TABLE 3.13

HOW MUCH INPUT DO YOU HAVE ON THE VOCATIONAL CENTER'S OPERATIONS IN REFERENCE TO CURRICULUM?

Input	Center School Staff						Total Responses	
	Principal	Vocational Director	Vocational Coordinator	Guidance Counselor	Vocational Teacher	Academic Teacher		
	%	%	%	%	%	%	%	N
None	7	0	9	17	0	47	13	10
Minimum	7	0	9	17	7	33	12	9
Moderate	20	0	45	50	20	7	20	15
Substantial	60	87	18	16	67	13	48	37
Minimum - (other involve)	6	13	19	0	6	0	7	6
Base Number	15	15	11	6	15	15		77

Chi-square: 54.13, p. $<$ .001

In response to the question, "How much input do you have on the vocational center's operations in reference to scheduling?" as shown in Table 3.14, there is a significant difference registered across the six groups. In regard to the responses that the staff has no input to the vocational center's scheduling, it is quite evident that not only is there a large discrepancy among the three categories of congruence but also between the centers and the feeders of each congruence as well as among the centers of each category of congruence.

TABLE 3.14

HOW MUCH INPUT DO YOU HAVE ON THE VOCATIONAL CENTER'S OPERATIONS IN REFERENCE TO SCHEDULING?

Scheduling Input	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
None	23	58	34	57	7	33	37	50
Minimum	12	10	6	14	33	25	14	19
Moderate	26	21	11	11	20	42	19	26
Substantial	34	5	40	18	33	0	25	34
Minimum because of other involve.	5	6	9	0	7	0	5	6
Base Number	26	19	35	28	15	12		135

Chi-square: 37.95, p. < .01

Somewhat similar to the previous question, there is a significant difference across the six types of center school staff interviewed in reference to scheduling in response to the question, "How much input do you have on the vocational center's operations in reference to scheduling?" (Table 3.15). Slightly more than one-third of the respondents gave the answer of being substantially involved in the vocational center's operation in reference to scheduling with, of course, the principal leading the way. One may notice that both the vocational teacher and the academic teacher are showing, by a response of close to 90%, that they are not involved, but what may be of more importance are the responses of the vocational coordinator, the vocational director and the guidance counselor. Throughout the personal interviews it was indicated that if there were better communications between the center and the feeder school, students would miss less instructional time and, quite possibly, be more inclined to attend the center.

TABLE 3.15

HOW MUCH INPUT DO YOU HAVE ON THE VOCATIONAL CENTER'S OPERATIONS IN REFERENCE TO SCHEDULING?

Input	Center School Staff						Total Responses	
	Principal	Vocational Director	Vocational Coordinator	Guidance Counselor	Vocational Teacher	Academic Teacher		
	%	%	%	%	%	%	%	N
None	0	0	0	17	47	79	25	19
Minimum	7	0	0	0	40	21	13	10
Moderate	7	33	36	33	13	0	18	14
Substantial	80	60	45	33	0	0	36	28
Minimum - (other involve)	6	7	19	17	0	0	8	5
Base Number	15	15	11	6	15	14		76

Chi-square: 77.08, p. < .001

Table 3.16 shows no significant difference across the six groups in answer to the question, "How much input do you have on the vocational center's operations in reference to calendar?" Close to 80% of the total responses indicate that they have either none, minimal or very moderate input in the development of the vocational center's calendar. Even though there is no significant difference, this is an area of major concern to the administrative staff. It is the feeling among various schools that a better coordinated calendar between the center and feeder schools would be something that would improve the overall operation of the schools.

TABLE 3.16

HOW MUCH INPUT DO YOU HAVE ON THE VOCATIONAL CENTER'S OPERATIONS IN REFERENCE TO CALENDAR?

Calendar Input	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
None	28	63	35	53	39	42	42	57
Minimum amount	16	11	17	4	23	8	13	17
Moderate amount	28	21	14	25	15	42	23	30
Substantial amt.	24	0	31	18	15	8	19	25
Minimum, but...	4	5	3	0	8	0	3	4
Base Number	25	19	36	28	13	12		133

Chi-square: 21.92, p. = n.s.

Feelings About Vocational Education

To the question, "On the average, would you say vocational students cause you more, less, or about the same amount of problems as your other students?" (Table 3.17) there is a significant difference among the feeder schools of the three categories of congruence. While the feeder schools of low congruence indicate the highest response across the three groups that the vocational students cause fewer of the problems, overall, about 65% of the total responses indicate that the vocational student causes about the same amount of problems as any other student. Another point worth noting is that the feeder schools of the moderate and high congruence indicate that problems were more related to scheduling than to discipline.

TABLE 3.17

ON THE AVERAGE, WOULD YOU SAY VOCATIONAL STUDENTS CAUSE YOU MORE, LESS, OR ABOUT THE SAME AMOUNT OF PROBLEMS AS YOUR OTHER STUDENTS?

Degree of Problems	High Congruence Feeder	Moderate Congruence Feeder	Low Congruence Feeder	Total Responses	
	%	%	%	%	N
More	21	24	8	21	12
Less	5	7	17	9	5
Same amount	63	63	75	65	39
More, but not discipline, more scheduling	11	6	0	5	3
Base Number	19	28	12		59

Chi-square: 65.56, $p. < .001$

Table 3.18 indicates no significant difference among the feeder schools of the three categories of congruence. The overall response indicates that approximately 65% rated the training that the vocational students obtain as being excellent or very good. The feeder schools of the low congruence registered a 50% response that the training the vocational student obtains varies with the program. It may also be conveyed that the feeder schools with low congruence offered no responses to the "excellent" category of training.

TABLE 3.18

IN YOUR OPINION, HOW GOOD IS THE TRAINING
THAT VOCATIONAL STUDENTS OBTAIN?

Training Obtained	High Congruence Feeder	Moderate Congruence Feeder	Low Congruence Feeder	Total Responses	
	%	%	%	%	N
Excellent	21	7	0	11	6
Very Good	58	57	42	54	32
Fair	0	11	8	7	4
Varies with each program	16	14	50	22	13
Maturity of students not appropriate	0	7	0	3	2
Don't Know	5	4	0	3	2
Base Number	19	28	12		59

Chi-square: 14.27, p. = n.s.

When asked the question, "About what percentage of the vocational graduates from your school get jobs in the occupational areas for which they were trained?" as illustrated in Table 3.19, there was no significant difference across the six groups. The overall response seemed to indicate a range of 30% - 80% of the vocational graduates get jobs in occupational areas in which they are trained. It may also be noted that 5% of the responses are indicating less than 20% get jobs in the occupational areas for which they were trained. Another point to be mentioned in reference to this question is that sixty-four persons interviewed had no idea of whether the student gets a job in the area for which he was trained. This seems to be an area where the staff interviewed has no information.

TABLE 3.19

ABOUT WHAT PERCENTAGE OF THE VOCATIONAL GRADUATES FROM YOUR SCHOOL GET JOBS IN THE OCCUPATIONAL AREAS FOR WHICH THEY WERE TRAINED?

Obtain Jobs in Occupational Areas	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
Less than 10	0	0	0	6	0	0	1	1
10-19	0	0	6	11	0	0	4	3
20-29	0	30	12	0	0	0	7	5
30-39	29	0	35	33	10	0	23	17
40-49	29	10	12	0	10	25	12	9
50-59	7	20	6	22	30	50	18	13
60-69	7	20	0	17	10	0	10	7
70-79	14	10	17	11	30	25	17	12
80-89	14	0	0	0	10	0	4	3
90 and over	0	10	12	0	0	0	4	3
Base Number	14	10	17	18	10	4		73*

Chi-square 53.88, p. = n.s.
*64 answered "Don't Know"

Table 3.20 indicates no significant difference across the six groups in response to the question, "Do many of the vocational graduates leave the area to get jobs?" Approximately three-fourths of the total response indicated that the student does not leave the area. Similar to the respondents' not knowing whether the vocational students are being placed in their occupational areas after graduation, it is also found that 12% of the staff interviewed had no idea of whether the vocational graduates left the area to get jobs. This table also relates that the center and feeder schools with the highest congruence related the lowest response of "yes, vocational graduates leave the area to get jobs."

TABLE 3.20

DO MANY OF THE VOCATIONAL GRADUATES LEAVE THE AREA TO GET JOBS?

Graduates Leave Area	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	73	76	62	79	86	67	73	95
Yes	8	6	26	14	14	17	15	20
Don't Know	19	18	12	7	0	16	12	16
Base Number	26	17	34	28	14	12		131

Chi-square: 9.86, p. = n.s.

In response to the question, "How about the non-vocational graduates: do they leave the area more, less or at about the same rate as vocational graduates?" as illustrated in Table 3.21, there is no significant difference across the six groups. The overall total indicates 50% leave more than vocational graduates. The remainder was divided: 43% indicated that they leave at the same rate, and only 6% registered at a lesser rate. Although there is no significant difference indicated, the responses between the feeders and the centers at the high congruence and moderate congruence indicate a ratio of about one to two in reference to the students leaving more. Again, it is apparent that the overall staff has very little idea about what happens to either the vocational students or the non-vocational students from their particular areas.

TABLE 3.21

HOW ABOUT THE NON-VOCATIONAL GRADUATES: DO THEY LEAVE THE AREA MORE, LESS, OR AT ABOUT THE SAME RATE AS VOCATIONAL GRADUATES?

Non-vocational Grads Leave Area	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
More	60	34	69	33	50	50	51	63
Less	9	13	0	11	0	0	6	7
Same Rate	31	53	31	56	50	50	43	52
Base Number	23	15	35	27	12	10		122

Chi-square: 15.12, p. = n.s.

There is a significant difference across the six groups in response to the question, "Overall, do you think a student who takes the vocational curriculum has more, less, or the same number of opportunities after high school as a non-vocational student?" as illustrated in Table 3.22. The response that a student who takes a vocational curriculum has more opportunities after high school than does a non-vocational student denotes a wide discrepancy between the center and the feeder in the category of moderate congruence and an even wider discrepancy between the center and the feeder for the category of low congruence. The response indicating that a student who takes a vocational curriculum has more opportunities after high school nearly doubles in examining the differences between the feeder schools of low congruence and the feeder schools of high congruence. It seems to be relating that the higher the congruence of the feeder school, the higher the perception of opportunities for the vocational student once he or she leaves the high school setting.

TABLE 3.22

OVERALL, DO YOU THINK A STUDENT WHO TAKES THE VOCATIONAL CURRICULUM HAS MORE, LESS, OR THE SAME NUMBER OF OPPORTUNITIES AFTER HIGH SCHOOL AS A NON-VOCATIONAL STUDENT?

Vocational Student Opportunity	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
More	85	79	70	57	77	34	69	92
Less	0	16	11	14	0	33	11	15
Same	15	5	19	29	23	33	20	27
Base Number	26	19	36	28	13	12		134

Chi-square: 18.79, $p. < .05$

Table 3.23 indicates a significant difference across the six groups in response to the question, "How about the attitudes of the non-vocational staff toward vocational education: do you think this influences some students away from vocational programs? In what ways?" In examining the responses regarding attitudes of the non-vocational staff, the centers of each of the three categories of congruence have responses that

are relatively close. The major difference seems to be in the responses of the feeder schools at both high and moderate categories of congruence: they do not feel that they are influencing any students away from a vocational program. It will also be noted that there is a significant difference across the six groups to the response that counselors push academic programs. This does seem to be evident as expressed from the centers of both the high and moderate categories of congruence. The second most frequently mentioned attitude that influences students away from vocational programs is that vocational education is for poorer students. It will be noted that Business Education students are encouraged to stay at feeder schools; no other program area was so specifically mentioned.

TABLE 3.23

HOW ABOUT THE ATTITUDES OF THE NON-VOCATIONAL STAFF TOWARD VOCATIONAL EDUCATION: DO YOU THINK THIS INFLUENCES SOME STUDENTS AWAY FROM VOCATIONAL PROGRAMS? IN WHAT WAYS?

Attitudes of Non-Vocational Staff	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	40	84	39	71	45	50	54[a]	69
Yes	60	16	61	29	55	50	46[a]	58
Only if college material	14	0	12	4	7	0	7	9
Vo-Ed for poorer students	24	5	13	7	14	8	12	15
Counselors push academic	14	0	10	2	1	1	14[b]	17
Very little	5	5	6	0	7	16	6	7
Bus. Ed. encour. to stay at feeder	0	0	9	0	7	0	3	4
Base Number	25	18	33	28	11	12		127[a]

[a]Chi-square: 14.87, p. < .01
[b]Chi-square: 16.74, p. < .05

Note: Total of activities sums to greater than 100% because many respondents indicated more than one activity.
Note: Any percentages not noted do not differ significantly across groups.

In reference to Table 3.24, there is a significant difference across the six groups in response to the question, "About how long - in minutes - is the trip from your school to the center?" The most frequently mentioned length of time for a student's trip to the center is thirty minutes, and the second most-mentioned response is twenty minutes, followed by twelve minutes. What is quite distinct is the variance of responses between the center and the feeder schools in the category of high congruence. Only about 40% of these centers registered a response of under thirty minutes, whereas the feeders registered under thirty minutes by a response of about 70%. It appears that, among all six groups, the responses exposed the fact that the centers feel that it takes the students a longer time to reach their school than feeder schools of each of the groups.

TABLE 3.24

ABOUT HOW LONG - IN MINUTES - IS THE TRIP FROM YOUR SCHOOL TO THE CENTER?

Transportation Time	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
15 minutes	4	26	3	4	0	8	7	9
18 minutes	0	0	6	0	0	0	2	2
20 minutes	4	21	12	28	67	67	27	35
25 minutes	29	21	6	7	7	0	12	16
26 minutes	0	0	6	4	0	0	2	3
27 minutes	0	0	0	0	0	8	1	1
30 minutes	51	32	55	46	19	17	41	54
35 minutes	8	0	9	7	7	0	6	8
45 minutes	4	0	3	4	0	0	2	3
Base Number	24	19	33	28	15	12		131

Chi-square: 76.75, $p. < .001$

In Table 3.25 there is no significant difference across the six groups in response to the question, "Are the students who attend the vocational center limited in participating in sports and extracurricular activities?" Close to 80% of the overall responses indicate that students who attend the vocational center are not limited in participating in sports or other extracurricular activities. If there is an area that may be mentioned, it would be the center and feeder schools of high congruence, which registered the highest percentages of feeling that students are limited in participation in the sports and extracurricular activities.

TABLE 3.25

ARE THE STUDENTS WHO ATTEND THE VOCATIONAL CENTER LIMITED IN PARTICIPATING IN SPORTS AND EXTRACURRICULAR ACTIVITIES?

Students limited in sports/extra act.	High Contruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	70	61	86	78	73	92	77	103
Yes	30	39	14	22	27	8	23	31
Base Number	26	18	36	27	15	12		134

Chi-square: 14.57, p. = n.s.

Table 3.26 indicates a significant difference across the six groups in the response to the question, "Do the students who attend the center seem to feel less a part of this high school?" The major area of concern seems to center around the responses of the center and feeder schools in the category of low congruence, as well as the rate of the response "Don't Know," also at the feeder schools in the category of low congruence.

TABLE 3.26

DO THE STUDENTS WHO ATTEND THE CENTER SEEM TO FEEL LESS A PART OF THIS HIGH SCHOOL?

Center students feel less part of h.s.	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	50	53	50	43	73	50	52	70
Yes	35	37	30	57	27	33	37	51
Don't Know	0	5	17	0	0	17	7	9
Some do, some don't	15	5	3	[illegible]	0	0	4	6
Base Number	26	19	36	28	15	12		136

Chi-square: 27.47, p. < .05

To the question, "In your judgment, about what percentage of your students could profit from taking a vocational program while in high school?" as illustrated in Table 3.27, there is a significant difference among the feeder schools of the three categories of congruence. This table strongly denotes that approximately one-half of all respondents feel that at least 70% of the students within the high schools could profit by taking a vocational program while in high school. The feeder high schools of moderate and low congruence record the highest response which indicate that 90% of the students could profit from taking a vocational program in high school. The feeder schools of high congruence give a more spread-out distribution of the percentage but still indicate a very high percentage who feel students can profit from taking vocational programs in high school. Even though there is a significant difference among the three categories of congruence, the data certainly show that the staff feel that vocational education programs should play a major role in the education of the high school student.

TABLE 3.27

IN YOUR JUDGMENT, ABOUT WHAT PERCENTAGE OF YOUR STUDENTS COULD PROFIT FROM TAKING A VOCATIONAL PROGRAM WHILE IN HIGH SCHOOL?

Student Percentage	High Congruence Feeder	Moderate Congruence Feeder	Low Congruence Feeder	Total Responses	
	%	%	%	%	N
Less than 10	0	0	0	0	0
10 - 19	0	4	0	4	1
20 - 29	10	0	0	3	2
30 - 39	5	11	8	8	5
40 - 49	0	4	0	2	1
50 - 59	16	19	42	21	13
60 - 69	16	15	8	13	8
70 - 79	37	7	0	16	9
80 - 89	5	4	0	4	2
90 and over	11	36	42	29	17
Base Number	18	28	12		58

Chi-square: 123.67, p. < .001

In Table 3.28 there is no significant difference among the feeder schools of each of the three categories of congruence in reference to the question, "How much vocational instruction time is missed each day because of scheduling difficulties?" Although it may be noted that 42% of all respondents are indicating that there is no instruction time lost during the day, as one refers to the remainder of the table, it is quite evident that there is a goodly amount of time missed each day. Although not characterized within the table, it was determined from the interviews that this loss of instructional time could be diminished by better communication between the vocational centers (comprehensive home high school) and the feeder schools.

TABLE 3.28

HOW MUCH VOCATIONAL INSTRUCTION TIME IS MISSED EACH DAY BECAUSE OF SCHEDULING DIFFICULTIES?

Instruction time loss in minutes a day	High Congruence Feeder	Moderate Congruence Feeder	Low Congruence Feeder	Total Responses	
	%	%	%	%	N
None	50	33	50	42	22
5	0	4	0	2	1
10	12	7	0	7	4
20	0	1	0	2	1
25	0	7	0	4	2
30	6	4	20	7	4
40	0	0	10	2	1
45	12	0	10	6	3
60	0	4	0	2	1
75	0	7	0	4	2
90	0	15	0	7	4
100	0	0	10	2	1
110	0	7	0	4	2
120	6	0	0	2	1
Don't Know	14	11	0	7	4
Base Number	16	27	10		53

Chi-square: 32.67, p. = n.s.

Additional Opportunities for Vocational Education Students

Table 3.29 relates a significant difference across the six groups in response to the question, "Usually, only eleventh and twelfth grade students attend the vocational center. Would you like to see the tenth graders get the chance to attend also?" Although the overall total answer is quite split between a response of "no" and "yes," the real difference unfolds between the center and feeder high schools of the high

congruence and low congruence. In both cases, the feeder schools are recording a negative response one and one-half to two times greater than the centers in the high and low categories of congruence. It may also be noted that close to 10% of the responses indicated "yes, in selected cases." Thus, the overall aspect seems to be that there is a split decision on whether the tenth graders should obtain a chance to get into a vocational setting.

TABLE 3.29

USUALLY, ONLY 11TH AND 12TH GRADE STUDENTS ATTEND THE VOCATIONAL CENTER. WOULD YOU LIKE TO SEE THE 10TH GRADERS GET THE CHANCE TO ATTEND ALSO?

Should 10th graders attend?	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	23	42	58	64	20	33	44	60
Yes	54	48	33	25	54	67	43	58
Yes, selected cases	15	5	3	7	26	0	9	12
No, lack of maturity	8	5	6	4	0	0	4	6
Base Number	26	19	36	28	15	12		136

Chi-square: 26.41, $p. < .05$

Table 3.30 indicates no significant difference across the six groups in response to the question, "Do you think the vocational center should be open in the summertime for students who could not attend the vocational center during the regular school year because they are in a different curriculum in the home school?" Although there is no significant difference across the groups, it may be noted that 70% of the total responses indicate that the vocational center should be open in the summertime for students. The centers in each of the three categories of congruence set forth very high percentages in favor of bringing students into the vocational center during the summertime. It may also be noted, however, that in quite a few instances, even though they are agreeable to opening the center during the summer

for the students, the interviewees observed that students are students and it may be very difficult to get them to come to school during the summertime.

TABLE 3.30

DO YOU THINK THE VOCATIONAL CENTER SHOULD BE OPEN IN THE SUMMERTIME FOR STUDENTS WHO COULD NOT ATTEND THE VOCATIONAL CENTER DURING THE REGULAR SCHOOL YEAR BECAUSE THEY ARE IN A DIFFERENT CURRICULUM IN THE HOME SCHOOL?

Should center be open in summer?	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	8	26	25	43	7	33	24	33
Yes	88	74	64	50	86	59	70	94
No, funding problem	0	0	8	7	7	0	4	6
Yes, if enough interest	4	0	3	0	0	8	2	3
Base Number	26	19	36	28	15	12		136

Chi-square: 24.44, p. < .12

Table 3.31 indicates no significant difference across the six groups in the response to the question, "Do you think the vocational center should be open for an extended day to students who cannot attend the vocational center during the regular school day because they are in a different curriculum in the home school?" Unlike the previous question of opening the vocational centers during the summer and obtaining a very favorable reaction, this question dealing with the extended day for students obtained a split between "no" and "yes." It conveys that the centers like a slightly more positive approach to the extension of the day, as especially noted of the center in the category of moderate congruence.

TABLE 3.31

DO YOU THINK THE VOCATIONAL CENTER SHOULD BE OPEN FOR AN EXTENDED DAY TO STUDENTS WHO CANNOT ATTEND THE VOCATIONAL CENTER DURING THE REGULAR SCHOOL DAY BECAUSE THEY ARE IN A DIFFERENT CURRICULUM IN THE HOME SCHOOL?

Should center be open extended day?	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	39	39	44	75	39	54	49	65
Yes	57	55	47	18	54	46	45	59
Undecided	0	0	3	4	0	0	1	2
No, funding problem	0	6	0	0	0	0	1	1
Yes, if enough interest	4	0	6	3	7	0	4	5
Base Number	26	18	36	28	13	11		132

Chi-square: 22.02, p. = n.s.

In reference to the question, "Would you like to see the vocational center used for postsecondary and adult education during the evenings?" as illustrated in Table 3.32, there is significant difference among respondents concerning the courses that should be offered during the evening. There is certainly a strong feeling that the vocational centers should be open for more postsecondary and adult education as indicated by the responses of 93% of all those interviewed. AEC listed the suggested courses, for analytical purposes, in eight broad-base areas. The highest response was recorded in the area of Trade and Industrial education, followed by Business and Industrial Arts. In the specific area of Industrial Arts, there is a significant difference across the groups, especially between the center and feeder schools of high congruence. There is also a significant difference across the groups in the area of Business Education. This is quite evident as shown by the discrepancy between the center and feeder schools of each of the three categories of congruence. Similarly, there is a significant difference across the six groups in regard to Health Care: the centers and the feeder schools of the high and low congruence show discrepancy.

TABLE 3.32

WOULD YOU LIKE TO SEE THE VOCATIONAL CENTER USED FOR POSTSECONDARY AND ADULT EDUCATION DURING THE EVENINGS?

Evening Use of Vocational Center	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
No	0	5	3	18	7	9	7	9
Yes	100	95	97	82	93	91	93	121
Consumer Homemaking	8	11	17	32	15	8	17	22
Industrial Arts	4	42	40	32	15	17	27[a]	36
Agricultural Programs	20	5	0	7	0	0	6	8
Business	36	21	26	39	61	33	34[b]	45
Distributive Education	0	16	3	4	8	0	9	6
Health Care	4	11	6	7	7	0	6[c]	8
Technical	24	16	40	25	15	25	26	35
Trade and Industrial	56	63	60	50	69	58	58	77
Base Number	24	19	35	28	13	11		130

Chi-square: 8.05, p. = n.s.
[a]Chi-square: 33.64, p. $<$ .001
[b]Chi-square: 27.75, p. $<$ .01
[c]Chi-square: 21.81, p. $<$ .01

Leadership and Administrative Factors

Table 3.33 indicates a significant difference across the six groups in reference to the question, "To whom is the vocational director now directly responsible?" Close to 70% of the high congruence centers relate that the vocational director is now directly responsible to the superintendent or assistant superintendent, whereas only 40% of the feeder schools of the same congruence group related this response. This is, likewise, characteristic of the large discrepancies when the principal is stated as the vocational director's immediate superordinate. This difference is noted

among the centers of each of the three categories of congruence, as well as between the center and the feeder schools in the high congruence and moderate congruence. Table 3.33 also denotes that the feeder schools at both the high congruence and moderate congruence perceive that the vocational director is now responsible to a committee or a group of teachers, which certainly presents a false image.

TABLE 3.33

TO WHOM IS THE VOCATIONAL DIRECTOR NOW DIRECTLY RESPONSIBLE?

Position	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
Superintendent/ Ass't. Sup't.	67	37	31	30	13	8	33	44
Principal	33	23	69	41	87	92	54	72
School Board	0	0	0	4	0	0	1	1
Committee	0	23	0	7	0	0	5	6
Teachers	0	17	0	11	0	0	5	6
State Department	0	0	0	7	0	0	2	2
Base Number	24	17	36	27	15	12		131

Chi-square: 81.11, $p. < .001$

To the question, "To whom do you believe the vocational director should be responsible in order for the vocational center to function most effectively?" as illustrated in Table 3.34, there is a significant difference across the six groups. In reference to the answer of superintendent or assistant superintendent, the centers of high congruence give nearly a 50% higher response rate than do the feeder schools of high congruence. Likewise, the center and feeder responses at the low congruence have even a much higher imbalance of perception of responsibility. It appears, in examining the six groups, that there is a tendency to feel that the vocational director should be responsible to the superintendent or assistant superintendent more so than to the principal. When examining perceptions of to whom the vocational

director is now responsible in Table 3.33, the principals obtained 54% of the total responses, whereas when asked to whom the vocational director should be responsible, the response of "to the principal" diminished to approximately 33%.

TABLE 3.34

TO WHOM DO YOU BELIEVE THE VOCATIONAL DIRECTOR SHOULD BE RESPONSIBLE IN ORDER FOR THE VOCATIONAL CENTER TO FUNCTION MOST EFFECTIVELY?

Position	High Congruence		Moderate Congruence		Low Congruence		Total Responses	
	Center	Feeder	Center	Feeder	Center	Feeder		
	%	%	%	%	%	%	%	N
Superintendent/ Ass't. Sup't.	65	31	42	28	43	8	39	50
Principal	28	13	47	23	43	51	33	44
School Board	0	0	0	0	7	0	1	1
Committee	0	19	3	23	7	33	12	15
Teachers	0	13	0	0	0	0	2	2
State Department	7	18	8	16	0	8	10	13
Don't Know	0	6	0	10	0	0	3	4
Base Number	25	16	36	26	14	12		129

Chi-square: 74.74, p. $<$ .001

Table 3.35 relates that there is a significant difference among the feeder school staff in response to the question, "To whom do you believe the vocational director should be responsible in order for the vocational center to function most effectively?" The highest response given by the principals is to have the principal responsible; their second highest response is for the superintendent to have the responsibility. The guidance counselors' most frequent response is the State Department, which certainly appears to be an unworkable situation. What may be noted from the guidance counselors' standpoint is their ex[illegible] low response to having the principal responsible as the vocational director's superordinate. Upon examining the vocational teachers' and academic teachers' responses, it is quite surprising how they spread their responses throughout the various categories.

In reveiwing the total responses, there appears to be a trichotomy of perceptions--the superintendent, the principal and a committee--as to whom the vocational director should be responsible.

TABLE 3.35

TO WHOM DO YOU BELIEVE THE VOCATIONAL DIRECTOR SHOULD BE RESPONSIBLE IN ORDER FOR THE VOCATIONAL CENTER TO FUNCTION MOST EFFECTIVELY?

Position	Feeder School Staff				Total Responses	
	Principal	Guidance Counselor	Vocational Teacher	Academic Teacher		
	%	%	%	%	%	N
Superintendent/ Ass't. Sup't.	34	20	23	18	24	13
Principal	46	7	23	33	27	15
Committee	13	26	23	33	24	13
Teachers	0	0	15	0	4	2
State Department	0	47	8	0	14	8
No Opinion	7	0	8	16	7	4
Base Number	15	15	13	12		55

Chi-square: 37.36, $p. < .01$

Table 3.36 indicates a significant difference across the c. ter school staff in reference to the question, "To whom do you believe the vocational director should be responsible in order for the vocational center to function most effectively?" The vocational coordinator and the vocational director certainly lead the way in stating that the vocational director should be responsible to the superintendent or assistant superintendent. The principals at the vocational centers, like those at the feeder schools (Table 3.35), indicate that they feel the vocational director should be responsible to them. The guidance counselors and teachers have a split response between the superintendent and principal, but academic and vocational teachers also indicated an involvement by the State Department.

There seems to be evidence that, while it is a prevailing belief that the vocational directors are now responsible to principals, they should be most directly responsible to the superintendents or assistant superintendents.

TABLE 3.36

TO WHOM DO YOU BELIEVE THE VOCATIONAL DIRECTOR SHOULD BE RESPONSIBLE IN ORDER FOR THE VOCATIONAL CENTER TO FUNCTION MOST EFFECTIVELY?

Position	Center School Staff						Total Responses	
	Principal	Vocational Director	Vocational Coordinator	Guidance Counselor	Vocational Teacher	Academic Teacher		
	%	%	%	%	%	%	%	N
Sup't./Ass't. Sup't.	27	66	82	50	45	41	50	37
Principal	73	34	0	50	27	46	40	30
Sch. Board	0	0	0	0	7	0	1	1
Committee	0	0	9	0	7	0	3	2
State Dept.	0	0	9	0	14	13	6	5
Base Number	15	14	11	6	14	15		75

Chi-square: 30.03, $p. < .05$

Factors Affecting Vocational Education

During meetings between members of the AEC staff and the Task Force, it was mentioned that some of the schools had conducted their own studies in relation to trying to analyze why students do not participate at their vocational center. Thus, the question asked during the interviews was: "AEC is of the understanding that some vocational centers have done studies on why students are or are not participating in their vocational center. If you have, what are a few of the main reasons that were concluded?" Table 3.37 reports the responses as related by staff at the feeder high schools.

TABLE 3.37

PERCEIVED REASONS FOR NONPARTICIPATION IN VOCATIONAL CENTER

Variable	Feeder
	N
Transportation	10
Students lose identity	8
Students lack direction	6
Scheduling	3
Parental fears	2
Postsecondary	1

As one can view, the three most frequently mentioned responses were transportation, students' loss of identity and students' lack of direction.

The last question at each of the personal interviews was as follows: "Can you think of one or two main factors that may cause students to avoid vocational programs?" To this question, the centers offered 147 responses and the feeders offered 111 responses for a grand total of 258 professional responses. Upon analyzing these responses to the open-ended question, AEC synthesized and divided the responses into six broad-base areas. Table 3.38 indicates the number of responses to each of these six areas.

TABLE 3.38

FACTORS THAT MAY CAUSE STUDENTS TO AVOID VOCATIONAL PROGRAMS

Variable	Center	Feeder	Total
	N	N	N
Program and Curriculum Factors	22	15	37
Personnel Factors	24	16	40
Student Factors	79	55	134
Parental Factors	7	5	12
Communications and Public Relations	11	20	31
Other Factors	4	0	4
Total Responses	147	111	258

Upon further analyzing the six divisions within the question, "What factors cause students to avoid vocational programs?" the leading responses within the division termed as program and curriculum factors were: lack of career awareness programs, lack of appropriate vocational exploration programs and programs are not related to labor needs. When looking at the leading responses for the division of personnel factors, the following were the most frequently mentioned: counselors are not committed to the vocational center, student placement needs to be improved and career exploration is lacking. When analyzing the division of student factors, the greatest number of responses were: too much travel, stigma (vocational education only for "dummies" and "toughs"), scheduling conflicts with the academic requirements and students dislike leaving the home school to attend a rival school. In reference to the division of parental factors, twelve responses indicated that parents have a negative attitude toward vocational education or that parents applied pressure against a vocational program. Finally, to the division of communications and public relations, the highest response indicated the need for improvement in communications between the center and the feeder school. (See Table 3.39 to obtain all responses relating to the question: "Can you think of one or two main factors that may cause students to avoid vocational programs?")

TABLE 3.39

CAN YOU THINK OF ONE OR TWO MAIN FACTORS THAT MAY CAUSE STUDENTS TO AVOID VOCATIONAL PROGRAMS?

Factors	Center	Feeder	Total
	N	N	
Program and Curriculum Factors			
1. Unequal credit requirements	2	2	4
2. Lack of career awareness programs	6	2	8
3. Lack of pre-vocational exploration programs	5	2	7
4. Heavy emphasis on vocational programs conducted at feeder schools	1	3	4
5. Curriculum too structured; too much like industry	1	-	1
6. Outdated machinery and equipment	2	-	2
7. Programs not relevant to labor needs	5	2	7
8. Vocational programs should be for postsecondary rather than secondary	-	3	3
9. Vocational programs should be extended at feeder schools	-	1	1
	22	15	37
Personnel Factors			
1. Principals not committed to vocational center	1	4	5
2. Counselors not committed to vocational center	7	5	12
3. Academic staff pushes students toward academic courses	2	1	3
4. Career counseling is lacking	5	2	7
5. Student placement needs to be improved	5	3	8
6. Negative personality of vocational instructors	2	1	3
7. Vocational teachers not updated to industry	2	-	2
	24	16	40
Student Factors			
1. Peer pressure to remain at home school	2	7	9
2. Scheduling conflicts with academic requirements	16	5	21
3. Stigma: vocational education only for "dummies" and "toughs"	21	13	34
4. Center dominated by students from AVC home school	2	3	5
5. Dislike leaving home school to attend rival school	4	8	12
6. Unable to participate in sports and extra-curricular activities at home school	-	2	2
7. Too much travel	23	13	36
8. Don't want to leave area for jobs related to training	-	1	1
9. "College-bound" syndrome	7	1	8
10. Don't want to make time commitment to vocational	4	2	6
	79	55	134

TABLE 3.39 (Continued)

Factors	Center N	Feeder N	Total
Parental Factors			
1. Negative attitude toward vocational education	3	4	7
2. Apply pressure to take different program	4	1	5
	7	5	12
Communications and Public Relations			
1. Demonstrate quality of programs	2	3	5
2. Show the jobs available in relation to programs	2	5	7
3. Rid vocational education of stigma	2	5	7
4. Better communications needed between AVC and feeders	5	7	12
	11	20	31
Other Factors			
1. Too many problems at center	1	-	1
2. Center facilities not attractive	1	-	1
3. Quotas (to save money)	2	-	2
	4	-	4
Total Responses	147	111	258

CHAPTER 4

CAREER INFLUENCES AND PLANS AND ATTITUDES TOWARD VOCATIONAL EDUCATION

Students are exposed to a wide variety of influences as they move through school and begin to make decisions about their future careers. Some of these are systematic and purposeful influences, such as guidance counseling and career education courses. Others are more subtle but potentially more pervasive, such as the attitude and advice of parents and friends.

The data presented in this chapter represent an attempt to identify some of these influences, both the systematic and the subtle. The analyses that were conducted tried to determine if there were consistent differences between vocational and non-vocational students and across schools and centers that differed in congruency. As mentioned in Chapter 2, curriculum was based on self-report of the students, and congruency is an index of the similarity in the percentage of vocational students from the feeder and comprehensive high schools.

The major focus was on factors that could potentially be influenced by the school. Consequently, more questions were asked about exposure to counseling, occupational materials, discussions with teachers, and so forth, than on other influences, such as family background, which the school cannot affect.

The results that were found indicate that there are some systematic differences between vocational and non-vocational students with regard to the school-influenced factors. These factors, however, do not appear to be nearly as influential as the post-high school plans of the students. The major differences between vocational and non-vocational students lie in their orientation to employment or continued education following high school. Some school experiences

appear to influence these orientations, but the extent of influence appears to be rather limited.

On the more optimistic side, attitudes toward vocational education were found to be quite positive among both vocational and non-vocational students and their parents. The differences that were found were in degree--vocational students and parents were more positive--not in direction.

Another positive note was that few students reported being dissuaded or prevented from entering vocational programs by discouraging attitudes among teachers and counselors, scheduling or credit requirements. While this is a positive finding, it also means that there is relatively little room for improvement in these areas. That is, efforts to improve counselors' attitudes, remove bureaucratic barriers, and so on are not likely to lead to large increases in vocational enrollment.

In general, the analysis by congruence of enrollment between comprehensive and feeder high schools did not yield many significant differences. There were some hints that the low congruency groups were different than the high and moderate; suggestions, for example, that the counselors and teachers may be a little less supportive of students' considering vocational programs. These data, however, yielded just hints, not strong findings.

The chapter is organized into three main sections. Following this introduction, there is a discussion of the influences on career choice. The second section presents data on attitude toward vocational education, and the third section concerns career plans and expectations of the students.

Influences on Choice of Course of Study

The Vermont schools use many methods to assist students to acquire an understanding of their own interests and aptitudes and how these might find outlets in the world of work. Some of the more popular techniques are listed in Table 4.1 together with

the students' reports of exposure to these experiences. These are not actual counts of the students who had these experiences, but the students' reports. Such reports could, of course, be either below or above the actual number, but usually such reports tend to be conservative. That is, when asked about an event sometime after it took place, people tend to underreport participating in the event. The figures in Table 4.1 should thus be interpreted as minimum estimates.

TABLE 4.1

STUDENTS REPORTING EXPOSURE TO POSSIBLE INFLUENCE ON CHOICE OF COURSE OF STUDY, BY CONGRUENCE AND PROGRAM

Possible Influences	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
School/Center programs	78[a]	61	76	66	70	72
Read occupational materials	40[b]	60	51	51	49	65
Vocational aptitude test	40	28	42	34	38	45
Vocational interest test	32	26	26	29	31	40
Career education course	27[c]	20	28	20	39	12
Summer program	7	9	12	6	7	20
Range of Base Numbers[d]	108 - 111	106 - 110	153 - 158	146 - 149	65 - 70	40
	%	%	%	%	%	%
School/Center programs						
By school at school	35[e]	36	40	44	53	36
By center at school	28	25	13	29	28	25
By center at center	20	24	15	23	11	21
Various combinations[f]	13	11	22	3	6	18
All three	4	4	9	1	2	0
Base Number	83	89	119	69	46	28

[a] Chi-square: 12.18, p. < .04
[b] Chi-square: 14.17, p. < .02
[c] Chi-square: 14.68, p. < .02
[d] Base numbers differ because of missing data.
[e] Chi-square: 47.41, p. < .03 Percentages based only on students who reported exposure to school/center programs.
[f] By school at school and center, by school at center, by center at center, by center at school and center.

The schools and vocational centers are obviously making efforts to inform students about the training opportunities available at the centers. Over two-thirds of the respondents reported such exposure. The vocational students in high and moderate congruence schools were more likely than the non-vocational students to say their schools and centers conducted such programs. This was not true in the low congruence schools where the percentages were farily high for both groups.

The other influences, with the exception of career education, showed no definite association with choosing a vocational program. In the high and low congruence schools, non-vocational students were more likely to have read occupational literature. Vocational students in all three congruence groups were more likely to have taken a career education course.

In all of these comparisons, it should be noted, association does not mean causation. There are at least three possible explanations of the association found between a career education course and choosing a vocational program. One is the causal explanation: since taking a career education course preceded the choice of a vocational program, the course caused the choice. A second explanation is that students who are in vocational programs are more oriented to the world of work and consequently more likely to recall taking a career education course. A third explanation is that there are totally separate factors, such as the socioeconomic status of their families, that cause students to take a career education course and to choose vocational programs. Any of these explanations is equally valid. The types of cross-tabulations presented in all these tables cannot specify causation. They can only identify association. Any judgments as to possible causation must be an influence.

The lower part of Table 4.1 shows who conducted the programs to inform students about the vocational center. Both the students at feeder schools and the centers have been active. This part of the table sums to 100 percent, but that is

because it is limited to those students who reported their school or center conducted programs. For example, the percentages in the lower part of the first column of the table are based only on the 78% who said their school or center conducted programs.

Ratings of the helpfulness of the programs conducted by the schools and centers are shown in Table 4.2. Most of the students, both vocational and non-vocational, rated the programs as, at least, a little helpful. The non-vocational students, however, were less likely to have attended the programs. As would be expected, the vocational students were more positive in their ratings.

TABLE 4.2

RATED HELPFULNESS OF PROGRAMS WHICH DESCRIBED VOCATIONAL CENTER WHEN CHOOSING COURSE OF STUDY BY CONGRUENCE AND PROGRAM

Ratings of Helpfulness	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
School Programs						
Very helpful	16[a]	4	12	-	28	5
Quite helpful	18	18	35	17	34	16
A little helpful	43	36	36	44	34	26
Not at all helpful	-	6	2	12	-	16
Undecided, don't know	7	9	6	7	3	5
Never went to any	16	27	9	20	-	32
Base Number	56	41	89	55	32	19
	%	%	%	%	%	%
Center Programs						
Very helpful	11[b]	5	16	5	26	5
Quite helpful	42	24	41	15	44	21
A little helpful	31	36	31	35	26	16
Not at all helpful	6	10	1	15	-	21
Undecided, don't know	2	3	3	12	-	16
Never went to any	9	22	8	18	4	21
Base Number	55	59	75	40	23	19

[a]Chi-square: 61.04, p. $<$.001 Percentages based only on students who reported exposure to school-conducted programs.

[b]Chi-square: 57.99, p. $<$.001 Percentage based only on students who reported exposure to center-conducted programs.

Table 4.3 presents various individuals with whom students said they discussed their choice of a course of study. Parents are the most frequent, but counselors come in quite high. In high congruence schools vocational students were significantly more likely than non-vocational students to have discussed their choice with counselors; in the low congruence schools the difference was reversed.

Later in the questionnaire, the students were asked specifically if they had visited their vocational centers and talked with the teachers. The percentage who reported doing so in response to these questions was much higher than the percentage who reported discussing course choices with teachers in Table 4.3.

The percentage of vocational students recalling talks with center teachers was much higher than the non-vocational students. These differences, however, were not reflected in the responses presented in Table 4.3. Apparently many of the students did not consider the talks with center teachers as involving discussion of course choices even though such talks were likely to have had some influence on subsequent decisions.

TABLE 4.3

INDIVIDUALS WITH WHOM CHOICE OF COURSE OF STUDY WAS DISCUSSED, BY CONGRUENCE AND PROGRAM

Individual with Whom Discussed	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Parents	69	72	77	70	61	72
Guidance counselor	74[a]	60	68	64	50	72
Other students	46	51	51	53	45	60
Teachers	23	36	22	26	31	31
Siblings, other relatives	21	24	22	27	23	26
Principal	3	3	-	2	1	-
Other	7	9	4	5	7	8
No one	6	8	9	12	10	10
Range of Base Numbers	104 - 109	102 - 107	157 - 159	148	69 - 70	39 - 40

[a]Chi-square: 14.62, p. < .02

Table 4.4 presents a similar, but not as large, inconsistency. After the students were asked to check off each individual with whom they discussed course choices, they were asked a specific question on how helpful they found their discussions with counselors. To the general question, between 50 and 74 percent in the various groups reported discussing their choice with a counselor. When asked how helpful the discussion was, only 9 to 23 percent said they never talked with counselors. Here again it appears the general question tends to yield a low estimate of actual participation.

TABLE 4.4

RATINGS OF HELPFULNESS OF DISCUSSION WITH GUIDANCE COUNSELOR
BY CONGRUENCE AND PROGRAM

Ratings of Helpfulness	High Congruence		Moderate Congruence		Low Congruence	
	Voca-tional	Non	Voca-tional	Non	Voca-tional	Non
	%	%	%	%	%	%
Very helpful	22	22	20	11	22	12
Quite helpful	32	31	30	37	29	38
A little helpful	28	24	25	33	15	20
Not at all helpful	5	5	6	6	9	15
Undecided, don't know	5	5	4	3	2	2
Never discussed choice with counselor	9	14	15	11	23	12
Base Number	108	109	157	147	68	40

The ratings of helpfulness were generally positive. About half of the respondents in all groups thought the discussions were very or quite helpful. Approximately another one-quarter thought they were a little helpful. In only one group, low congruence - non-vocational, did the percentage responding "Not at all helpful" exceed 10%.

Counselors ranked second to parents as the individuals identified as having had the most influence on choice of curriculum (Table 4.5). The percentage so identified, about 10 to 15 percent across groups, was not particularly high, but this is a good sign. Good counselors help students acquire and evaluate information about themselves and occupations, but they do not attempt to make decisions for students.

TABLE 4.5

INDIVIDUAL REPORTED BY STUDENT AS HAVING MOST INFLUENCE ON CHOICE OF COURSE OF STUDY, BY CONGRUENCE AND PROGRAM

Individual	High Congruence		Moderate Congruence		Low Congruence	
	Voca-tional	Non	Voca-tional	Non	Voca-tional	Non
	%	%	%	%	%	%
No one	37	31	42	36	32	35
One or both parents	20	31	29	30	19	15
Guidance counselors	16	12	10	14	15	12
Other students	9	4	9	4	9	12
One or more teachers	6	7	3	5	6	12
Siblings, other relatives	6	5	3	3	9	2
Other	6	10	5	8	10	10
Base Numbers	110	111	154	148	68	40

Choice of Curriculum

When students were asked to indicate their main reason for choosing a course of study, the differences between vocational and non-vocational students were sharp and predictable (Table 4.6). Vocational students chose their programs primarily to prepare for employment and secondarily to study things of personal interest. Non-vocational students selected their courses predominantly to prepare for post-secondary education.

TABLE 4.6

STUDENTS' REPORT AS TO MOST IMPORTANT REASON FOR CHOOSING COURSE OF STUDY BY CONGRUENCE AND PROGRAM

Most Important Reason	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Prepare for college, business school, etc.	28[a]	61	21	61	19	62
Prepare for employment	43	10	48	18	54	2
Study things of personal interest	20	13	21	9	17	12
To be in same class with friends	3	1	-	-	-	5
To have easy courses	-	1	3	-	-	-
Followed suggestion of school	-	1	1	1	1	2
Undecided, don't know	2	7	4	6	3	10
Other	5	7	2	5	6	5
Base Numbers	109	108	157	148	69	40

[a]Chi-square: 173.85, p. $<.001$

The students were asked if they had ever considered taking another course of study, and if they had, the reason they did not take the other course. Table 4.7 presents the reasons reported for not taking other courses. The percentages in Table 4.7 are based only on those who reported considering other courses. Overall, the differences between vocational and non-vocational students are not significant, but non-vocational students appear somewhat more likely to have time-scheduling problems, and vocational students were most likely to have decided against college. It is of interest that not one respondent cited transportation or "take the bus" as a factor in his/her decision.

TABLE 4.7

WHY DECIDED NOT TO TAKE ANOTHER COURSE OF STUDY, THOSE WHO CONSIDERED OTHER COURSE ONLY BY CONGRUENCE AND PROGRAM

Reason	High Congruence		Moderate Congruence		Low Congruence	
	Voca-tional	Non	Voca-tional	Non	Voca-tional	Non
	%	%	%	%	%	%
Changed career goals, plans	34	21	26	26	12	0
Interests changed	17	12	14	19	32	23
Time/scheduling problems	10	33	6	12	4	23
Personal (self-doubt, lack of commitment, etc.)	10	6	16	16	16	31
Decided against college	17	8	12	6	12	-
Could not get courses wanted	-	8	11	9	12	8
Wanted courses offered at center	7	6	8	6	8	-
Guidance caused plans to change	-	6	8	3	4	15
Friends influence	3	2	-	3	-	-
Bus ride, transportation	-	-	-	-	-	-
Base Numbers	29	32	51	67	25	13
Base as % of total in group	28%	30%	32%	46%	40%	35%

Non-vocational students were asked additional questions concerning their consideration of vocational programs. Table 4.8 presents the percentage that discussed taking vocational programs with counselors and teachers and their perception of the responses they received. Most of those who discussed taking vocational programs generally found a supportive, encouraging response. Some in the moderate and low congruence schools encountered a discouraging attitude. Although not a large total percentage, almost half of the students from the low congruence

schools who discussed vocational programs said they were actively discouraged or not helped to take them.

TABLE 4.8

NON-VOCATIONAL STUDENTS WHO DISCUSSED TAKING A VOCATIONAL PROGRAM WITH TEACHER OR COUNSELOR, AND RESPONSE BY CONGRUENCE

Discussed and Response	High Congruence	Moderate Congruence	Low Congruence
	%	%	%
Discussed vocational program	26	27	19
Response of teacher/ counselor			
Encouraging, helpful, provided information	17	16	11
Casual, indifferent	7	4	-
Discouraged from taking	1	5	6
Not at all helpful	-	1	3
Arranged f course	-	1	-
Undecided	1	-	-
Base Number	100	142	36

A small percentage of non-vocational students actually tried to enroll in vocational programs but were prevented, usually by scheduling difficulties or personal reasons (Table 4.9). Another small percentage were prevented because they lacked required subjects or credits to satisfy graduation requirements.

TABLE 4.9

NON-VOCATIONAL STUDENTS WHO TRIED TO ENROLL IN A VOCATIONAL PROGRAM AND WHAT CAUSED THEM NOT TO, AND PERCENTAGE WHO WOULD TAKE DIFFERENT PROGRAMS IF AVAILABLE BY CONGRUENCE

Tried to Enroll and Cause	High Congruence	Moderate Congruence	Low Congruence
	%	%	%
Tried to enroll	10	20	6
Why did not			
Scheduling difficulties	4	6	3
Personal reasons	1	7	3
Friends influence	3	4	-
Graduation requirements	1	1	-
Not sure what to take	1	1	-
College admission requirements	-	1	-
Would take different programs, if available	28	21	19
Base Numbers	98	141	36

TABLE 4.10

NON-VOCATIONAL STUDENTS PREVENTED FROM TAKING A VOCATIONAL PROGRAM BECAUSE OF SCHOOL OR GRADUATION REQUIREMENTS, BY CONGRUENCE

Prevented and Reason	High Congruence	Moderate Congruence	Low Congruence
	%	%	%
Prevented	8	5	11
Reason			
Required subject/ graduation requirement	7	4	8
Not enough credits	1	-	3
Would miss extra-curricular activities	-	1	-
Not interested in programs available	1	-	-
Base Numbers	100	142	36

In each of the last three tables (Tables 4.8, 4.9 and 4.10) the absolute percentage that was discouraged or prevented from taking vocational programs is not large. Taken together, however, they suggest that about one-quarter of non-vocational students might be attracted to vocational programs if all conditions were encouraging. Since it is very unlikely that all conditions could ever be made encouraging, a more realistic estimate would be 10 to 15 percent. That is, if most discouraging attitudes on the part of counselors and teachers, timing and scheduling problems and credit restrictions could be eliminated, approximately 10 to 15 percent of present non-vocational students might be encouraged to choose vocational programs. Obviously this would require a big effort for a relative small response. The answers to the questions presented in this section do not indicate that a large proportion of potential vocational students are being prevented from choosing vocational programs by bureaucratic arrangements or discouraging attitudes. The primary reasons non-vocational students do not take vocational programs are personal and relate mainly to their plans for post-secondary education. If real changes are to be made, they will consist of changing the emphasis on college as the most appropriate goal for young people.

Attitude Toward Vocational Education

The foregoing should not be interpreted to mean people have negative attitudes toward vocational education. The responses to the twenty attitudinal items presented to students and parents indicate that just the reverse is true. Overall, these items yielded quite positive attitudes among both vocational and non-vocational students and their parents. As would be expected, the vocational students and their parents were even more positive than the non-vocationals. Tables 4.11 through 4.14 present the results from the two most favorable and two least favorable items.

TABLE 4.11

MOST FAVORABLE ATTITUDINAL ITEM, STUDENTS AND PARENTS, BY CONGRUENCE AND PROGRAM

Group, Item and Ratings	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students: Vocational courses are a big waste of time.						
Strongly disagree	67[a]	39	73	45	76	38
Disagree	26	52	22	43	19	50
Undecided	6	6	3	9	4	12
Agree	-	3	1	3	1	-
Strongly agree	-	-	-	-	-	-
Base Numbers	110	109	157	148	70	40
Parents: Most vocational educational courses in my opinion lead nowhere.						
Strongly disagree	38[b]	30	41	17	34	31
Disagree	53	53	52	64	54	58
Undecided	5	12	5	12	12	8
Agree	1	4	2	7	-	-
Strongly agree	3	1	-	-	-	4
Base Numbers	77	74	85	87	41	52

[a]Chi-square: 70.57, p. < .001
[b]Chi-square: 31.52, p. < .05

TABLE 4.12

SECOND MOST FAVORABLE ATTITUDINAL ITEM, STUDENT AND PARENTS, BY CONGRUENCE AND PROGRAM

Group, Item and Ratings	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students: Vocational courses help a student to learn what he wants to do after high school.						
Strongly agree	30[a]	13	34	13	31	18
Agree	58	68	57	66	60	68
Undecided	10	14	4	14	6	15
Disagree	2	5	3	6	3	-
Strongly disagree	1	1	1	1	-	-
Base Numbers	111	110	158	148	70	40
Parents: In my opinion, taking vocational education hinders students from further education after high school.						
Strongly disagree	26	19	30	10	28	23
Disagree	63	61	62	70	64	57
Undecided	7	12	7	15	8	10
Agree	4	7	1	5	-	10
Strongly agree	-	1	-	-	-	-
Base Numbers	74	74	85	87	39	51

[a]Chi-square: 46.26, p. < .001

TABLE 4.13

LEAST FAVORABLE ATTITUDINAL ITEM, STUDENTS AND PARENTS, BY CONGRUENCE AND PROGRAM

Group, Item and Ratings	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students: Vocational students are more serious about their studies than other students.						
Strongly agree	6[a]	-	4	1	7	-
Agree	13	4	29	7	12	5
Undecided	46	32	47	34	46	25
Disagree	31	54	17	49	29	55
Strongly disagree	4	10	2	9	6	15
Base Numbers	109	110	157	148	69	40
Parents: In my opinion there are not enough students in vocational education at the high school level.						
Strongly agree	7[b]	5	16	7	10	8
Agree	14	28	21	28	37	25
Undecided	42	46	48	40	34	48
Disagree	33	16	14	25	17	15
Strongly disagree	4	4	-	-	2	4
Base Numbers	76	74	85	87	41	52

[a]Chi-square: 121.67, $p. < .001$
[b]Chi-square: 32.57, $p. < .04$

TABLE 4.14

SECOND LEAST FAVORABLE ITEM, STUDENTS AND PARENTS, BY CONGRUENCE AND PROGRAM

Group, Item and Ratings	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students: Vocational courses at area centers are better than those in regular high schools.						
Strongly agree	16[a]	5	16	6	19	2
Agree	14	21	26	20	19	25
Undecided	50	54	44	46	46	50
Disagree	16	16	12	24	10	22
Strongly disagree	4	3	3	4	6	-
Base Numbers	111	110	156	148	69	40
Parents: It is more important to provide many students with a sound basic education than to use the time for vocational education.						
Strongly disagree	7[b]	10	13	3	8	4
Disagree	41	35	37	18	40	36
Undecided	21	12	16	11	15	15
Agree	23	34	26	52	28	17
Strongly agree	8	10	8	15	10	28
Base Numbers	75	74	86	88	40	52

[a]Chi-square: 36.81, p. < .02
[b]Chi-square: 49.44, p. < .001

On the positive items (Tables 4.11 and 4.12), 80% or more of all groups chose the two most positive responses. The differences between the vocational and non-vocational students and parents were in the percentage endorsing the most positive and second most positive responses. (To avoid a response set, approximately half of the items in each set were reversed. For about half, a "Strongly agree" was the most positive response about vocational education, and for the remaining items a "Strongly disagree" was the most positive.)

Even the least favorable items (Tables 4.13 and 4.14) did not really reflect negative attitudes toward vocational education as much as they reflected a lack of knowledge. The most common response from the student group on these two items was "Undecided." Relatively few vocational students were willing to claim that they are more serious about their studies than other students. Similarily, few were willing to claim that vocational programs offered at the centers were better than those in the regular high schools. The parents, for their part, were not sure that there should be more students in vocational programs and were divided on whether time should be devoted to basic instead of vocational education.

Some of the attitudinal items asked whether vocational programs hampered students from taking part in school activities. Direct questions about this were also asked of vocational students. The percentage of non-vocational students who thought vocational programs were limiting was pretty close to the percentage of vocational students who reported such limitations.

Among the non-vocational students 15% thought taking vocational courses made it harder to take part in sports and other activities. The actual percentages of vocational students who considered themselves limited or hindered in various ways by their programs are reported in Table 4.15.

TABLE 4.15

WAYS IN WHICH TAKING A VOCATIONAL PROGRAM HAS LIMITED OR HINDERED STUDENTS BY CONGRUENCE

Limited or Hindered	High Congruence	Moderate Congruence	Low Congruence
	%	%	%
Having lunch with friends	19	11	20
Taking part in clubs and activities	14	7	5
Taking part in organized sports	14	8	3
Taking part in student government	9	4	7
Base Numbers	88	143	61

As a final attitude question, students and parents were asked if they were satisfied with the education the students were receiving. In all but one group of students and parents, 80% or more were satisfied or very satisfied. The vocational students tended to be more satisfied but there was no significant difference across the various groups of parents.

TABLE 4.16

RATED SATISFACTION WITH EDUCATION, STUDENT AND PARENTS, BY CONGRUENCE AND PROGRAM

Satisfaction Ratings	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students						
Very satisfied	39	29	40	23	38	23
Satisfied	53	52	49	62	52	57
Dissatisfied	2	12	7	9	4	11
Very dissatisfied	2	4	1	3	3	-
Undecided, don't know	4	2	3	2	3	9
Base Numbers	97	96	146	136	66	35
Parents						
Very satisfied	15	14	21	24	24	10
Satisfied	71	66	67	66	63	65
Dissatisfied	11	16	7	4	7	17
Very dissatisfied	-	3	2	1	-	4
Undecided, don't know	3	1	2	4	5	4
Base Numbers	73	71	85	90	41	52

In addition to their answers to the regular questions, a number of parents added voluntary comments, most of which were favorable toward vocational education. These are presented in Appendix .

Career Plans

It was noted previously (Table 4.6) that the main reasons students gave for choosing their courses of study were closely related to their post-high school

plans. Vocational students mainly planned to get jobs; non-vocational students expected to continue their education. When the students were asked directly what they expected to do after high school, their answers closely paralleled their earlier responses (Table 4.17).

TABLE 4.17

PLANS FOLLOWING HIGH SCHOOL AS REPORTED BY STUDENTS AND THEIR PARENTS, BY CONGRUENCE AND PROGRAM

Plans	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students						
Get a job	45[a]	13	51	18	51	15
Attend four-year college	16	53	8	47	8	44
Military service	13	5	12	6	13	10
Vocational or business school	10	7	11	9	8	5
Junior or community college	9	10	8	6	8	10
Be a homemaker	2	2	-	2	3	3
Other	5	12	11	13	10	13
Base Numbers	111	110	158	148	67	39
Parents						
Get a job	46[b]	15	31	11	32	18
Attend a four-year college	5	57	7	51	2	48
Military service	6	4	16	4	10	4
Vocational or business school	13	5	22	7	15	4
Junior or community college	9	8	4	12	10	6
Be a homemaker	-	-	-	1	-	-
Technical college	5	1	2	4	5	-
Other	8	5	10	4	5	6
Don't know	8	4	8	4	22	14
Base Numbers	78	74	83	89	41	50

[a]Chi-square: 169.29, p. < .001
[b]Chi-square: 138.78, p. < .001

The responses of parents concerning their children's plans generally followed the same pattern, but there were some differences. Parents whose youngsters were attending moderate and low congruence schools were not as sure that their children would get jobs. Nearly all groups of parents reported fewer of their children planning to enter the military service than the students, themselves, reported.

Post-high school plans also were reflected in the job expectation presented in Table 4.18. Non-vocational students were far more likely to expect professional, managerial and proprietor jobs. The differences in the other categories were not as sharp.

The differences between vocational and non-vocational students in the professional-managerial category became less dramatic when the students were asked the kinds of jobs they would most like to have. When answering this question, non-vocational students were more likely to list professional and managerial jobs.

TABLE 4.18

KINDS OF JOBS EXPECTED AFTER FINISHING EDUCATION AND KINDS WOULD MOST LIKE TO HAVE, BY CONGRUENCE AND PROGRAM

Expectations and Desires	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Expectation						
Professional, managerial, proprietor	8[a]	30	13	34	11	28
Technician, supervisor	8	4	7	2	9	8
Skilled worker	10	3	14	6	9	-
Clerical, sales	11	7	10	8	14	3
Service worker government	4	5	3	3	3	5
Semi-skilled (operative)	7	1	10	2	14	3
Unskilled	9	1	6	1	4	3
Good job/good paying	7	5	6	9	11	13
Undecided	34	43	32	36	26	38
Base Numbers	110	109	154	148	66	39
Desire						
Professional, managerial, proprietor	20[b]	36	24	41	20	38
Technician, supervisor	8	5	5	2	8	5
Skilled worker	12	4	10	6	3	5
Clerical, sales	6	6	8	7	12	-
Service worker, government	10	9	10	5	3	8
Semi-skilled (operative)	4	1	9	2	9	5
Unskilled	6	1	4	1	5	3
Good job/good pay	6	9	4	6	9	3
Undecided	28	28	25	30	30	33
Base Numbers	110	109	155	143	64	39

[a]Chi-square: 107.50, p. < .001
[b]Chi-square: 65.64, p. < .007

The students and parents were also asked about the students' plans for living in Vermont or elsewhere after completing their education. Vocational students were more likely to plan to liv in Vermont. Among the students, the differences across groups were significant; among the parents, the trend was still present, but the differences were not significant.

TABLE 4.19

PLANS FOR LIVING IN VERMONT AFTER COMPLETING EDUCATION AS REPORTED BY STUDENTS AND PARENTS, BY CONGRUENCE AND PROGRAM

Plans	High Congruence		Moderate Congruence		Low Congruence	
	Vocational	Non	Vocational	Non	Vocational	Non
	%	%	%	%	%	%
Students						
Definitely 'll live in Ver	22[a]	12	20	14	31	3
Will live .. can find employment	16	25	25	24	26	18
Will probably leave	14	17	16	21	16	21
Will definitely leave	9	11	13	13	3	18
Undecided, don't know	39	36	26	28	23	40
Base Numbers	110	110	155	148	68	38
Parents						
Definitely will live in Vermont	22	7	11	10	24	10
Will live if can find employment	32	42	43	35	32	36
Will probably leave	14	15	7	15	2	22
Will definitely leave	3	3	2	3	2	2
Undecided, don't know	30	33	37	37	39	30
Base Numbers	76	72	84	89	41	50

[a]Chi-square: 36.58, p. < .02

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CHAPTER 5

STATE STAFF PERCEPTIONS AND ATTITUDES

Legislation pertaining to vocational education was reviewed and analyzed in order to identify factors which may inhibit equalized access to vocational centers in Vermont. The focus of the analysis was to determine if the laws are functioning to the best advantage for the students of the State.

In order to further explore the implications of laws and current practices, questionnaires were administered to eleven State supervisors and administrative personnel to determine what they feel may be apparent barriers, both legal and operational, to enrollments in vocational education.

The following areas were investigated through the self-administered questionnaires:

1. State graduation requirements
2. Problems of attracting students into vocational education
3. Problems in organization and expansion of vocational education
4. Problems encountered in conducting programs
5. Seniors who are not under supervision of the school to work
6. Cooperative vocational program
7. Legal provisions which affect vocational education programs
8. Job preparation programs for school dropouts
9. Suggestions for updating the State Plan with regard to 1980 application of the Vocational Amendments of 1976
10. Perceived percentage of students who should be enrolled in vocational programs and perceptions of major problems which have inhibited enrollments

This chapter summarizes the perceptions of those in leadership positions in the State and the possible impact of those suggestions in relation to existing legislation and procedures. It should be pointed out that their opinions and suggestions of the State-level personnel may not necessarily be in agreement with the recommendations of the consultants, which are presented in Chapter 6.

Graduation Requirements

While the majority of the respondents felt that basic competency requirements--particularly in mathematics and communications--will be beneficial to students, there was also concern that basing graduation requirements on basic competency testing may eliminate more students from vocational education because of the need for remedial work. Generally, although suggestions were in the order of local provisions for providing assurance of upgraded, relevant, job-related skills in math, communications, and life skills for all students prior to entering into a vocational program, it was also suggested that upgraded requirements for vocational students should be supported by increased tutorial services for prevocational students. It was expressed that eligibility for graduation should be based solely on competency, rather than on seat-time in school.

In relation to State-mandated Carnegie unit requirements for, particularly, math, it was suggested that State requirements are both limited and limiting. A third of the respondents indicated that the math requirement of one year for noncollege-bound students is less than that needed for some vocational programs as well as for the general needs of all students. Another current limitation appears to be a fragmented system on the awarding of graduation credits for vocational education and work experience. It was felt that competency certification in this area is also necessary, which would be recognized by a diploma endorsement.

While some respondents were critical of limitations currently imposed by State graduation requirements, one respondent objected to the limiting of required

competencies to "minimum basic competencies," feeling that competency testing should be used in all areas. An extension of this belief was expressed by another, who noted strong approval of moving toward more local requirements to eliminate current problems associated with lack of preparation for vocational programs. In this light, math and communications skills as they relate to a job were seen as an area for which requirements should be more stringent, implying greater responsibility at the local level to identify and validate competencies to meet local needs. Upgraded occupational education was noted by one respondent as a viable expectation of basic competency requirements.

A question was raised as to whether orientation and exploration during junior high school should be elective or required, with the implication that students, being more familiar with the relevancy of basic competencies to their post-high school careers, would attach greater importance to basic skills.

Problems of Attracting Students Into Vocational Education

Scheduling. Problems associated with scheduling were seen unanimously as a deterrent to vocational enrollment, with the principal area being seen as lack of a common school calendar between the vocational center and its feeder schools. Other scheduling problems appear to be caused by administrative indifference at the feeder schools toward the need for more flexible scheduling to accommodate vocational students. Conflicts in academic and vocational scheduling, particularly in smaller high schools, are seen as a barrier to students wishing to take a vocational program.

The varying lengths of the school day within a service area not only cause scheduling problems, but also cause some students at the vocational centers to miss portions of the instructional day. When the administrative decision is to be made as to whether students who attend the center should be accommodated as opposed to

those attending the local facility, it is seen as a local administrative tendency to schedule the vocational slots without regard for the need for appropriate time sequence for the vocational needs. College-bound students are particularly seen in a restrictive position: because some classes are offered only one period a day or, in some cases, every other year, their required courses must be given priority. It was felt that "college quality" students are actively discouraged from enrolling in vocational centers. (It should be noted here that it is unlawful to direct or urge any student to enroll in a particular career or program or to measure or predict a student's prospect for success in any career or program based on the student's race, color, national origin, sex, or handicap.)

Suggested solutions to the problem of inflexible scheduling included an assessment of the need for double periods in all areas, allowing students to attend evening courses, and individualized instruction. While these are optional suggestions, they are probably more costly than feasible. Coordinated scheduling within a service area, including a uniform school day, may ease some of the problems cited.

Conflicts with academic offerings were seen as the most common scheduling problem; however, sports and extracurricular activities also appear to some respondents to be deterrents to enrollment. These latter are related to travel time necessitated by the distance between the home high school and the vocational center, thus indicating that the transportation element could be somewhat eased by more uniform school days, some revisions in the scheduling of vocational offerings, and, possibly, adjusted schedules for sports and extracurricular activities.

Guidelines for Recruitment. With all but two of the population responding, more than half of the respondents felt that vocational education is held in low esteem because its purposes in relation to student goals are not completely understood by either administrators, teachers, or students. Two opposing views were noted in relation to student recruitment.

First, there appears to be a need for students to become familiar with a broad range of opportunities available through vocational education as well as other elements of a total "Career Plan" much earlier in their school careers. This need was translated into the suggestion for a more intense familiarization program which would include personnel at the home school, particularly counselors, and the community. Parental cooperation was seen as a vital component of the student's decision-making process, as was a much broader guidance function in regard to pre-vocational orientation and exploration.

It was generally indicated that if the proper information were available to students, they would be able to make more realistic and meaningful decisions based not on information from academically-oriented administrators' and teachers' opinions, but on what they discover will be a realistic and rewarding course of action for them.

Current vocational programs often appear, it was felt, as being low-esteem situations. Moreover, although affirmative action seems to have had some impact, there appears to be continuing attitudes which reflect bias toward vocational education in general and toward sex quality within the programs.

It was also brought out that in some areas the local school has attempted to alleviate the transportation problem by offering programs similar to those treated at the vocational center, thereby discouraging some students from taking advantage of the vocational facility.

The second point of view was raised by a small proportion of respondents who question whether 16-year-olds are of an age or maturity level to make the decision to leave the home school environment to embark on a vocational track, thus raising the ensuing question of whether vocational programs are most realistically effective at the secondary level. It would appear, considering this point of view, that

the current practice of open entry might well be re-examined to determine whether secondary student enrollment without an occupational goal is best serving the needs of the majority of students.

Guidelines for Selection. Under Vermont law, all students must be afforded the opportunity for vocational education, without regard to prior training or special need. Except for the single non-respondent, all reactions were in the vein that open entry is not necessarily in the best interests of either the individual student or to the image of vocational education. The lack of selection guidelines for specific vocational programs was stated by some and implied by others as resulting in a negative image for vocational schools and their students: they are too often regarded by school officials and peers as a "dumping ground."

Students who are sincere in wanting an education in a particular subject, it was felt by some, should be required to exhibit prerequisite attainment of program-required skills in related subjects. It was seen as important that the requirements be upgraded by giving the area centers more control in either selection or in assisting in the setting of selection criteria. Where large numbers of students apply for the available openings, the State dictates that no one shall be denied was perceived as sometimes unrealistic, in that students may force overpopulation or extended instructional facilities.

Duplication of courses at the sending high school and comprehensive high school school (vocational center). The offering of courses in business occupations, home economics, and agriculture at the home high schools, which has historical foundation, appears to be a significant factor affecting enrollment in related programs at the vocational center while also weakening the effect of the center. Two points of view emerged from the nine respondents.

On the one hand, agriculture is seen as perhaps best served through the home high school where the students are closer to their homes, and the programs, long operated and considered cost-effective, have apparently been developed to reflect a State as well as local commitment to local administration of the program. Business and office occupations and home economics, particularly Consumer and Homemaking Education, often appear to be offering programs as strong as those available in the vocational center. In order to attract students to the centers in these areas, it was recommended that related programs at the centers should be upgraded to a higher level of sophistication in order to avoid duplication of efforts.

It was suggested that home high schools could logically retain some parts of programs, even those in the area of trade and industrial education, for students who need only certain levels of competency to attain career goals. However, where programs are competetive, rather than serving different needs, students somewhat naturally elect to reinforce this duplication of effort by remaining at the home high school rather than traveling to obtain equivalent instruction.

Dissemination of public information. All respondents (with the exception of one non-respondent) felt there was a most noticeable lack of public relations for vocational education, although it was recognized that some centers have made good advances. It was noted by several respondents that many administrative units, including the State-level division, have been hampered by lack of time, funding, and know-how, as well as a general attitude of complacency in some area vocational centers.

Two respondents noted that the Division does not lead public relations for vocational education and that more time should be spent at the State level to upgrade such programs. Public relations from most centers was regarded as varying in effectiveness, often weak and not always student-oriented. One respondent also indicated that little or no effort has been put forth to initiate adult programs

at some AVC's. Perceptions of public relations seem to indicate that, overall, current efforts are disjointed, with little direction from the State to assist guidance and administrative personnel at the local level to carry out effective public relations programs.

It was also remarked that while a great deal of emphasis is currently placed on vocational student organizations from the State level, these groups are serving only a small proportion of vocational students. Vocational student organizations are an excellent vehicle for building student skills and self-esteem as well as favorable community reaction to vocational education.

Program exploration. The majority of the State respondents (all but one responded) strongly indicated the need for a comprehensive career education program. Pre-vocational exploration was suggested for the junior high level and continuing through senior high school, with particular emphasis toward students in the ninth and tenth grades. In order to expand some programs already started and to integrate others to a total career education concept, the area vocational schools should take the lead in establishing vocational program awareness and exploration for the schools in their service areas.

In regard to existing career exploration programs in feeder schools, it was indicated that increased awareness of sex-fair options, free of role bias, is a necessary component. It was also remarked that while industrial arts certainly serves an exploratory purpose, there are voids in sequencing which would be broad enough to assist students in realistic selection of programs for trade and industrial occupations.

Organization of Vocational Education

Expansion of vocational education at the AVC. Vocational education recognizes that there is a necessary lag between identification of programs needed and new program

implementation. Respondents, however, cited the need for more sensitive revision of current programs to meet regional labor market demands. Thus, flexibility at both the State and center levels was seen as a necessity. As the State continues to emphasize the expansion of vocational services at the AVC's, it was recognized that although financing may prohibit expansion, the major emphasis should be reallocating resources to meet actual, current needs as well as future needs of the local labor markets.

Among suggestions for increasing the service capability of the AVC's were careful appraisal of program length (with competency-based education seen as a viable alternative) addenda to some current programs to meet needs related to conservation, ecology, and land use, and identification of new and emerging occupations. Such additions would indicate a need for greater diversity in programs, for which second-site, or satellite, programs would be under the direction and supervision of the AVC but would not necessitate facility expansion.

Expansion of vocational education at the feeder high schools. More than three-fourths of the respondents were strongly opposed to expanding vocational education at the feeder high schools because of the fragmentation effect on services and funding applications. Of those who did not feel such offerings would be counterproductive, there was agreement that if this were done in cases where enrollment or labor market demands exceed the AVC capacity, such offerings must be operated as second-site programs with full articulation with and under the direction of the AVC.

Expansion of vocational education at the postsecondary and adult level. More than three-fourths of those surveyed connoted a definite need for adult education programs, citing a current goal to have five AVC's operating postsecondary programs by 1985. It was noted that while postsecondary education is not a responsibility of the State Board of Education, there is a noticeable gap between need for education and what is available. A great proportion of current adult

education appears to be in the form of courses rather than programs, and while increased program offerings were seen as a real need, funding problems and lack of adequate staffing are seen as hindrances to expansion. It was felt that any expansion should be tied to identified and documented needs, that centers should be able to offer opportunity for college credit as well as credit for L.S. and G.E.D., and that programs might be established through the cooperative efforts of Vocational Education, the Department of Employment Security and CETA to meet the needs of individuals and of business and industry.

Demographic characteristics affecting vocational education. Vermont's predominantly rural make-up is seen an influential factor. It was indicated that many prospective vocational students do not want to attend a "city" school, therefore local planners must speak to the needs of a rural population in which the students have neither role models nor similarity of interests which would help in development of a suitable program. It was suggested that the need is for individualized programs, which must be developed methodically and based on sound planning.

Problems Encountered in Conducting Cooperative Vocational Education or Work-Study Programs

The most frequently mentioned problem was a combination of a lack of available work sites, particularly in small towns, and/or students inability to get to available sites.

Nearly a third of the respondents cited staffing problems as being evident, noting that there is a need for people to be trained as coordinators since there is currently a rather rapid turnover and not enough coordinators are being prepared to handle the many facets of cooperative education and work-study programs. Two respondents especially noted the need for teachers trained to be coordinators, in that (1) there is a large turn-over of coordinators and a lack of replacements, and (2) co-op teachers need extensive preparation to conduct the necessary research, develop work sites, and prepare and supervise students.

It was reported that all AVC's within the State plus nine high schools currently operate quite successful co-op programs. Cited as particularly successful were office occupations, service occupations, agriculture, and health occupations, although supervision in health occupations is difficult to provide to the degree required. It was mentioned, in regard to health occupations as well as other areas, that employers are reluctant to pay students minimum wages, especially when they fear low productivity.

Problems were noted in the area of work-study programs where funding is scarce. (The LEA's rely heavily on the State to provide money, according to one respondent.) It was also mentioned by two respondents that student preparation is inadequate since student-employer expectations have often not been matched or understood.

Other Problems

Seniors who are not under supervision of school to work. Less than half of those surveyed responded to this item, with those who did being somewhat divided as to the nature of the "problem". Some believed that all minors should be supervised, with others believing, particularly in reference to open campus schools, that students do not need to be under constant supervision and that by having real jobs they can experience real expectations with real consequences.

Child Labor Standards.

The majority of the respondents felt that the present Child Labor Laws were in need of revision, pointing out that the original intentions must be constantly reconsidered and re-evaluated in light of current needs and practices. It was also noted that, in conjunction with child labor restrictions related to prohibitively hazardous jobs, there should be more emphasis on safety during vocational training so that when the student reaches the employment world he/she is prepared to perform the jobs, although not permitted to perform them until beyond the age of coverage by child labor laws.

Legal Provisions

Mainstreaming the special needs students. While more than one-half of those responding indicated a great need for teacher in-service training and for aides to assist students in vocational programs, the greater problem seems to lie in a directive program to change the attitudes of both teachers and fellow students. Two respondents viewed mainstreaming not as a problem, but rather as a working and workable asses to students, teachers and community, noting also that laws concerning mainstreaming are not always enforced. A stated concern was that of consideration for the regular student who gets "bumped" from a program to make room for the handicapped student. This has been echoed in a great many settings. One respondent mentioned concerns about the concept of mainstreaming, indicating mixed feelings since most centers have established special facilities for DO students who may well be better off by not being mainstreamed into a situation where neither teachers nor students are prepared to accept them.

Transportation of students. To this item the majority of the respondents repeated the concerns of students related to terrain difficulties, length of time on the bus, and scheduling difficulties related to transportation. Only one respondent referred to a legal restriction--that students are often not covered by personal liability insurance while on buses. The suggestion was that the school provide such insurance.

Job preparation program for school dropouts. Three major areas were noted in the responses to this item: attitudes, preparation, and funding. Attitudinal observations ranged from the students' lack of motivation to complete high school or to return to school, to lack of parental support for completion, to the high school's preference that the young troublemaker be out of the setting. Several respondents indicated that the student who reaches the sixth grade without adequate help and encouragement may already be lost and that student recruitment for vocational education should be strengthened.

Three suggestions for alleviation of the dropout and non-return problem were: (1) a stronger recruitment program for out-of-school youth and adults, (2) strong emphasis on CETA programs through which good adult programs would contain a sequence of instruction, and (3) emphasis on life and survival skills as well as saleable skills for ninth and tenth grade students since many students are lost before they are at a grade level to enter the vocational setting.

It appears that there are currently no HEW or Vermont education funded programs in job preparation for present or potential dropouts other than a few CETA or exemplary-funded programs.

State Plan

Do you have any suggestions for updating the State Plan under the Vocational Education Amendments of 1976 as they would apply to 1980?

A variety of responses were received to this item, with either direct statements or implications that carefully coordinated long-range planning must be done and specific goals set. Among specific items mentioned was the coordination of the AVC and its feeder schools, with the AVC serving as the hub of the vocational program within the region. In line with setting specific goals, and particularly those addressing sex equity, was the suggestion that certain present duplications and inherent ambiguities be eliminated. Aside from the notation that the 1980 State Plan should be articulated to reflect the findings of the FY 78 accountability report, it appears that any changes will be primarily cosmetic in nature since most items will be a continuation of current activities or a continuation of efforts to carry out activities not completed during the current year.

What percent of students do you feel should be taking vocational education?

All but one respondent agreed that at least 60 percent of all students should be taking vocational education, with the majority replying that between 90 and 100 percent should have occupational preparation regardless of their future aspirations.

Commentators addressing the degree or kinds of training noted that Consumer Homemaking is vocational education and that while many students will require more extensive training than others, just about all students should have some exposure.

What are two major problems that cause students to avoid vocational programs? Responses as to perceptions of the two major problems causing students to avoid vocational programs are reported in Table 5.1, in which the causes cited were grouped into major clusters and ranked according to frequency.

Table 5.1

Problems Perceived as Causing Students to Avoid Vocational Programs

Variable	N
Lack of information	6
Transportation	5
Parental attitudes	4
Scheduling problems	2
Reluctance to attend different school	2
Comparable program available at home school	1
Peer pressure	1
Enrolled in college preparatory program	1
Lack of maturity	1
Teacher bias against vocational education	1
Total	23

As can be noted, the most frequently stated perception was that of lack of information, which includes guidance by home school staff, lack of an active recruitment program, and general lack of information about programs offered at the AVC.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

Summary

It has been projected that by 1983 a college education will be necessary for only about 20 percent of all jobs and that technical education beyond high school will be sufficient for about 25 percent of all other jobs. If these projections are valid, the past tradition of stressing academic preparation within our secondary schools will certainly have to be changed to meet the new demands of the future. Analysis of the projection that only 20 percent of the jobs will require a college education reflects that the other 80 percent should be in some type of vocational or technical area. Thus, it appears that the demand for vocational education will become a larger component of the overall educational system than it has ever been in the past.

In dealing with long range plans, one of the things that is of utmost importance is the public image of vocational education. It is apparent that the attitudes toward vocational education were found to be quite positive in both the vocational and non-vocational students and their parents. The differences were found in degree--vocational students and their parents were more positive--not in direction. Likewise, the 137 people interviewed by AEC, as well as the staff of the Vermont Vocational-Technical Division, reflected a very positive attitude toward vocational education.

It was also apparent that the vocational and non-vocational students and their parents were supportive of vocational education, as were the State Vocational Division staff and the professional staff throughout the State, who indicated that at least 70 to 80 percent of the students from the high schools could profit

by taking a vocational program while in high school. The feeder high schools of moderate and low congruence both indicated, in 40 percent of their responses, that 90 percent of the students could profit by taking a vocational course.

The split responses of the professional staff concerning the opening of vocational centers to tenth graders and an extension of the school day indicate a mixed reaction to both approaches. Conversely, two areas of innovation that certainly seem to have had prevailing approval were opening the vocational centers in the summertime and greater use of vocational centers in the evenings for postsecondary and adult education, both of which were supported by the responses from the centers as well as the feeder schools.

A small proportion of the State staff and nearly half the professional staff questioned whether 16 year olds are of an age or maturity level to make the decision to leave the home school environment. The staff related that the offerings of courses in business occupations, home economics and agriculture at the feeder high schools, which has historical foundation, appears to be a significant factor affecting enrollment in related programs at the vocational center while also weakening the effect of the center. Likewise, the professional staff also indicated heavy emphasis on vocational programs conducted at the feeder schools as a factor that may cause students to avoid the vocational center.

The leadership role looks as though it is in a changing state. Approximately 50 percent of the vocational directors report, presently, to a high school principal. However, there was a strong showing across the three categories of congruencies, as well as when analyzing responses by position, that the vocational director should be directly responsible to an assistant superintendent or to the superintendent of the school district.

The vocational directors are obviously making efforts to inform students about the training opportunities available at the center. Over two-thirds of the respondents reported such exposure. The vocational students in high and moderate congruence schools were more likely than the non-vocational students to say their schools conducted such programs. This was not true in the low congruence schools where the percentages were fairly high for both groups.

The other influences, with the exception of career education, showed no definite association with choosing a vocational program. In the high and low congruence schools, non-vocational students were more likely to have read occupational literature. Vocational students in all three congruence groups were more likely to have taken a career education course.

It appears that approximately 50 percent of the vocational instructors at the feeder schools do not conduct activities to acquaint students with vocational courses. For those instructors who did acquaint students with their courses, a Spring Fair and the Career Assembly, followed by student visits, seemed to be the most prevalent method. The moderate and low congruence feeder schools did not indicate that they used as many exhibits and displays as the high congruence feeder.

When the students were asked with whom they discussed their course of study, parents was the most frequent answer, followed by counselors. After the students were asked to check off each individual with whom they discussed course choices, they were asked a specific question on how helpful they found their discussions with counselors. To the general question, between 50 and 74 percent in the various groups reported discussing their choice with a counselor. The ratings of helpfulness were generally positive: about half of the respondents in all groups thought the discussions were very or quite helpful. Approximately another one-quarter thought they were a little helpful. In only one group--low congruence non-vocational--did the percentage responding "Not at all helpful" exceed ten percent.

Counselors ranked second to parents as the individuals identified as having had the most influence on choice of curriculum. The percentage so indicating, about 10 to 15 percent across groups, was not particularly high, but this is a good sign. Good counselors help students acquire and evaluate information about themselves and occupations, but they do not attempt to make decisions for students.

Non-vocational students were asked additional questions concerning their consideration of vocational programs. Some in the moderate and low congruence schools encountered a discouraging attitude. Although not a large total percentage, almost half of the students from the low congruence schools who discussed vocational programs said they were actively discouraged or not helped to take them.

About one-quarter of non-vocational students might be attracted to vocational programs if all conditions were encouraging. Since it is very unlikely that all conditions could ever be made encouraging, a more realistic estimate would be 10 to 15 percent. That is, if most discouraging attitudes on the part of counselors and teachers, timing and scheduling problems and credit restrictions could be eliminated, approximately 10 to 15 percent of present non-vocational students might be encouraged to choose vocational programs. Obviously this would require a big effort for a relatively small response. The answers to the questions presented do not indicate that a large proportion of potential vocational students are being prevented from choosing vocational programs by bureaucratic arrangements or discouraging attitudes. The primary reasons non-vocational students do not take vocational programs are personal and relate mainly to their plans for postsecondary education. If real changes are to be made, they will consist of changing the emphasis on college as the most appropriate goal for young people.

Nearly three-fourths of the students report that their center conducts programs to inform them about the vocational center. About 70 percent of vocational and about 50 percent of non-vocational say that they visited the center and talked with the

teachers. They are getting them exposed to what the center has to offer. Only ten percent of the students reported that they are prevented because of graduation requirements or scheduling requirements, yet the State staff and the professional staff indicated that scheduling is a major deterrent to vocational enrollment.

Although there are no significant differences across the six groups, it does indicate that the center plays a major role in the recruitment of students. The role, however, varies in reference to the three categories of congruence. The tours and visits to the center seem to be the most popular ways to acquaint the students with what the center offers, followed by slide presentations and career assemblies. What did not seem to be prevalent was a definite recruitment policy. The areas that seem to fall most short in schools of low congruence are those of open house and parents' night. The high and moderate congruences use this technique more frequently.

The average student seemed to respond to the recruitment activities at the center and feeder schools in moderate and high congruences. At the low congruence, there seemed to be more of a neutral, mixed reaction to recruitment activities. Thus, it would appear that the better the recruitment activities, the better the potential for obtaining students who are knowledgeable about the vocational programs. It seems that the more positive the student is toward the vocational program, the more apt she/he will be to select a vocational program.

The professional staff made it quite clear that they believe there are three approaches toward better recruitment: getting more individuals and parents involved in the center, more hands-on experience--career awareness, and more student exposure to the center. It seems to be evident that all three of these methods are being used today in most centers and feeder schools, yet it is the feeling of the professional staff that these are three areas that have to be increased to a high degree if recruitment is to be made more effective.

It appears that there should be more public relations activity and better communication between the staff at the feeder schools and the vocational center. This is quite evident from responses that indicate that it is questionable even whether the professional staff knows whether there are enough openings at the vocational center for the students, as well as whether there is any type of selection policy. It may be noted that close to 60 percent responded that there is no selection policy, and when questioned as to what the selection policy is, there seemed to be discrepancies among the staff that thought there was policy.

It was evident that an overwhelming percentage of the professional staff indicated that there was no planned coordinated instruction between the vocational center and the feeder school. There were traces of indication that some planned coordinated instruction existed in business education, but overall this was very slight.

Even though many of the vocational centers are relatively new, slightly over 50 percent of the staff indicated that they have not been inserviced regarding the opportunities of the vocational center. When looking at the professional staff's answer on in-servicing of the feeder school staff, only the vocational coordinators and the principals felt that the staff has been in-serviced. Close to 80 percent of the vocational directors and the academic teachers did not feel that the feeder staffs have been in-serviced.

In analyzing the responses of the professionsal staff as to the degree they feel they are being involved in curriculum, it was evident that the feeder schools in all three categories of congruence indicated that they had very little input in development of curriculum. This is similar to the wide variety of answers of the professional staff in dealing with a calendar and schedule. It seems quite clear that these three areas--curriculum development, scheduling and school calendar--are three very important issues that the vocational director has to address in attaining more input from the feeder schools.

P. L. 94-142 (Education for All Handicapped Children Act) has numerous concerns, many legitimate, over a range of topics from teacher and student attitudes to monetary and physical resources. Although the law will affect all areas of education, vocational education will receive a large share of attention. Many vocational educators have complained for years that counselors have been directing the best students away from vocational education. The possibility of handicapped students enrolling in many of these same classes will cause increasing concern and discontent in some quarters. Yet no other educational area has the potential to benefit the handicapped student as much as vocational education does. Where better to assist the handicapped in becoming contributing and functioning members of society than through vocational training? In addition, inclusion of the handicapped in all possible activities will broaden the awareness of all students for mutual benefit.

Overall, there is a good attitude toward vocational education. This was expressed by the students and the parents. When the professional staff was asked, "How good is the training that the vocational students are obtaining?" 65 percent of the feeder schools indicated very good to excellent. The high congruence feeder schools indicated a high response to excellent, whereas 50 percent of the low congruence feeders indicated that the training varies with the program. When the professional staff was aksed what percentage of the vocational graduates get jobs, nearly half of the respondents had no idea and the other half gave responses that ranged from less than ten percent to over 90 percent. This, again, is indicative that the staff, at both the vocational center and the feeder schools, has to be more knowledgeable of the most appropriate information of how many students are getting jobs in their program areas.

Although there was a feeling among the professional staff that the vocational students leave the area less than the non-vocational students to get jobs, close to 70 percent feel that the vocational student has more opportunity after high

school than the non-vocational student. The low congruence feeder school did not have the same feeling.

An analysis of the professional staff responses as to whether the non-vocational staff sometimes influences some students away from vocational programs shows that there was a strong difference of opinion. The major difference seems to be with the responses of the feeder schools at both the high and moderate categories of congruence in that they did not feel that they are influencing any students away from vocational programs, whereas the professional staff at the centers certainly have the feeling that the non-vocational staff does influence students away from vocational programs. It is also evident from the responses of the feeders and centers of the three categories of congruence that the counselors push the academic programs.

It appears from analyzing the responses of the professional staff and the State staff transportation is probably one of the biggest deterrents to students attending a vocational center. However, the students themselves did not indicate that transportation was a major cause for not attending the vocational center.

Approximately 50 percent of the professional staff indicated that the student who attends the center seems to feel less a part of the home high school. Looking at it from a student standpoint, this certainly is a factor to be addressed. On the other hand, one can realize that attending a rival school, particularly as it relates to athletic rivalry, can be a deterrent. It has to be recognized, especially when the vocational centers, with the exception of one, are placed on comprehensive high schools.

When analyzing the responses of the professional staff, in reference to the percentage of students they feel could profit from taking a vocational program while in high school, again we find a positive reaction to vocational education. The

feeder high schools at the moderate and low congruence record the highest response which indicates that 90 percent of the students could profit from taking a vocational program while in high school. The feeder schools of high congruence gave a more spread-out distribution of the percentages, but still related an extremely positive response. Even though there are differences among the three categories of congruence, the staff feels that vocational education should play a major role in secondary education.

When dealing with instructional time being missed each day because of scheduling difficulties, over 60 percent of the professional staff indicate that there is instructional time being missed each day. The State staff is very concerned that the varying lengths of the school day within a service area not only cause scheduling problems, but also cause students at the vocational centers to miss portions of the instructional day. This again brings to light the fact that better communications between the vocational director and the feeder school principals in working out a better schedule to decrease the loss of instructional time is most relevant.

Recommendations

1. Public Relations

The Division of Vocational Education must take the leadership role in relating to the local school systems and, in turn, to the general public, not that vocational education is "good," but that vocational education can provide a new opportunity for a rewarding life for a son or daughter. The public relations program has to demonstrate the future of a vocational-technical education, a college education, where the vocational graduates are obtaining jobs--in what fields directly related to the vocational training received, in what related occupational areas training is being used, and in what fields the opportunities of the future lie. Vocational centers must be flexible to meet the changing needs of the job market.

2. Goal Setting for the '80's

Since various researched projections indicate that only 20 percent of the jobs of the near future will require a college degree, it is recommended that the Division of Vocational Education continue its leadership in expanding vocational education throughout Vermont. This expansion might occur through increasing facilities, modifying facilities and setting satellite programs in feeder high schools. It is suggested that the Division publicly adopt a goal of trying to obtain 80 percent vocational enrollment by the end of the 1980's; thus a slogan--"80 in the 80's."

3. Extended Use of Vocational Center

Since there was mixed reaction among and between the centers and feeder schools as to whether to offer vocational programs at the center to tenth graders or whether to extend the school day, and keeping in mind that postsecondary and adult education systems obtained an extremely high favorable response, the

approach that unfolds is to project, for the 1980's, a 30 percent adult population in either part-time or full-time postsecondary or adult vocational programs. A heavy emphasis should be placed in the '80's toward encouraging those who do not take vocational programs in the 11th or 12th grades to obtain vocational and technical education, probably as a 13th or 14th grade program. This approach seems to be more favorable since there was reluctance to bring the 10th grader into the vocational setting.

4. Changing Role of the Vocational Director

It is recommended that the vocational director be directly responsible to an assistant superintendent or to the superintendent of the school district. The changing role which has faced the vocational director in recent years and the responsibility with which he will be faced over the 1980's certainly elevates this position to be tied directly with the central administrative offices. The vocational director should not be strapped with reporting to a high school principal concerning his various types of problems related to budget, personnel and curriculum. Likewise, high school principals have a mammoth job in assuming their own responsibilities.

In cooperation with the school district superintendent, the vocational director should be responsible for any vocationally funded programs at the feeder school. This responsibility should basically be for program evaluation. This would further enable the vocational director to make recommendations to the superintendent of the school district in which the feeder school is located on better coordination of vocational teacher in-service, duplication of courses offered at both the center and the feeder school, and flexibility that must be met in reference to vocational education programs offered at both the feeder school and the center to meet the job labor market needs. The ideal arrangement would appear to be to have all vocational programs offered at the vocational

center, but due to historical background in vocational education, certain courses such as business education, home economics and agriculture are offered at the feeder high schools. The expansion of vocational programs should basically be at the center, keeping in mind that with decreasing enrollments throughout the State the greatest flexibility in placing satellite vocational programs to meet the job labor market may be at the feeder high schools. It is of utmost importance that the vocational director coordinate and be responsible for the overall expansion of such programs.

Over the next decade, the positions of superintendent and vocational director will have the most challenging experiences of all administrative positions in education.

5. Feeder School Vocational Teachers - Activities

There is a definite need to get the vocational instructors at the feeder high schools, in cooperation with the area vocational director, to conduct formal activities in reference to their vocational courses. Simply because they are existing within the building does not necessarily mean that the student obtains a chance to thoroughly understand what that vocational program involves.

6. Vocational Counseling

It is recommended that vocational coordinators continue their excellent role in relating to students, as so set forth in this study. For the vocational centers that do not have vocational coordinators, it is certainly recommended that these positions be filled. These persons are of utmost importance in filling the gaps between the vocational centers and the feeder high schools. In-service programs designed by the vocational directors and the vocational coordinators are recommended for in-servicing principals, guidance personnel, vocational teachers and academic teachers to such things as the direction of

vocational education over the next decade, career education and legislation affecting vocational education, as well as ways to meet local problems.

It is also recommended that a differential staff be initiated under the supervision of the vocational coordinator. Paraprofessionals and other non-certified persons could be trained either on a part-time or full-time, paid or unpaid basis to act as facilitators, recruitors, or job developers. Probably the vocational coordinator is one of the most important factors in the establishment and maintenance of a good working relationship between the feeder high schools and the vocational centers.

7. Career Education

It is apparent through discussions with the professional staff and the State personnel and the responses indicated by students, that the schools have initiated attempts to relate career education--career awareness and career exploration--to the students. Career education over the next decade is an area of primary importance. Without a tremendous thrust set forth by the schools, vocational education enrollment will change very little. One of the statistical differences which held up along congruencies was that students who had taken career education courses were more likely to be in vocational education programs. Through career awareness related to the staff, the parent, and the student, students must have options other than college. There must be a significant change in the way people perceive of how youngsters can prepare for a rewarding life.

8. Recruitment Policy

A definite, written recruitment policy, worked out between the center and the feeder schools, is needed. It should indicate a calendar of events that should take place, thoroughly involving the vocational center, from grades seven through twelve. Even though the tours and visitations to the center are presently provided, there seems to be a trend that students make such visits, more frequently

than just once or twice, between seventh and tenth grades. The idea of shadowing seems to be a very popular way of allowing students to become familiar with a center, but there are other formal activities that also should prevail. One of these activities is that of open house and parents' night. Open house does not have to be limited to a one-night affair, but could probably be multi-day or multi-night, with program events that would entice not only students at the vocational center, but prospective vocational students as well as leaders of business and industry.

The center and the feeder schools should mutually work out a program of recruitment activities that would be well-planned and have the potential of giving students a continued positive attitude toward vocational education.

It is recommended that more parent involvement take place. One way to get the parents involved is through a "Vocational Training Awareness Day" for high school students and their parents. The basic idea of such a program is to allow the students in the school, as well as the parents, to shop around for a good two-year technical school, possibly from Vermont, New Hampshire, New York or Connecticut. This is similar to the College Day Program presently operated in most high schools, but the main thrust is not toward students who want to go to a four-year college, but toward students who want to get additional training after high school in a two-year technical curriculum.

9. Selection Policy

If there is any one item to eliminate the stigma of vocational education, it is a good sound selection policy. It is recommended that the State take a leadership role in helping the centers and the feeder schools to develop written selection policy. This, of course, may vary with each community, but the center and the feeder school should know how much emphasis is being placed on grades,

attitude, attendance, responsibility, manual dexterity, program interest, related aptitudes, reading scores, mental level, counselor and teacher recommendation, etc.

10. Recruitment and Selection Committee

It is recommended that a recruitment and selection committee be established between the vocational center and the feeder school, with the vocational director chairing this committee. The committee should be composed of a counselor or vocational coordinator from the center, two vocational teachers from the center, a principal, the guidance counselor and one vocational teacher from the feeder school. The committee should meet periodically throughout the year to develop and review the recruitment program that would include grades seven through twelve, as well as to work on establishing written recruitment and selection policy. This is of the utmost importance, not only to make full utilization of the vocational center, but because it is equally important to have the students in the correct shop or lab.

11. Competency Based Education - Meeting the Needs of Special Education Students

Under P.L. 94-142 schools must accomodate the needs of the handicapped and the disadvantaged. Interpretation of the laws protecting the handicapped were recently published under Federal guidelines for application of the Vocational Education Amendments of 1976 in light of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Under the guidelines, any selection guidelines must include (1) an appraisal of the need for supportive services of aids and (2) flexible selection guidelines which would not bar the entry of any student who could succeed with or without supportive services. Students may not be denied access to vocational education because of architectural or equipment barriers or because of the need for related aids and services or auxiliary aids.

If all vocational programs are developed as competency-based, this will allow far more than one level of exit competencies and will also facilitate the handicapped in trying for jobs which are available in the community. The exit competencies of such a system will be based on the skills necessary for employment at specific jobs available within the community. In training students for particular jobs, it is important that all personnel involved (i.e., teachers, students, counselors, job placement coordinators, etc.) deal with the student's capabilities rather than making excuses because of the handicap. According to the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (Federal Register, March 21, 1979, Section N), there can no longer be any doubt concerning the rights of the handicapped regarding access to vocational education.

12. Special Education Liaison

With the mandate for providing equal educational and training opportunities for the handicapped, the development of a means of support for these students is essential. This support may be in or out of the classroom and may or may not directly involve the handicapped student.

The responsibilities of such a person or team could include: coordination of the Individualized Education Plan (IEP) process; consultation with academic and vocational classroom teachers regarding their needs and concerns in dealing with particular students; coordination of instruction between vocational and academic classes; counseling for students; in or out-of-classroom instructional support; assistance to teachers in modification of instruction; arranging for field trips or visits by resource people; and many other possible duties.

One of the primary concerns for this person or team should be the overseeing of recruitment activities and placement procedures to ensure the elimination

of discrimination and the equal access for all handicapped persons. This may be a newly created position or a person or persons assigned this function.

13. Staff Involvement to Coordinate Instruction

It is recommended that the vocational directors and the feeder school principals put a high priority in having coordinated instruction between the feeder and the center schools. At present there is virtually no coordination between instruction in vocational and academic courses. It is realized that many of the high schools are relatively small and can offer some courses only on alternative years, but good communications between vocational directors and principals have to lead to more coordinated instruction if both the academic as well as the vocational instruction is to be meaningful. In light of the benefits that can be derived from coordinated instruction, its encouragement should be a high priority of the Division of Vocational Education. The State supervisors should provide leadership in the development of coordinated curriculum (particularly English, mathematics and science) and, through in-service programs, should support their adoption and implementation. The Division of Vocational Education should also work through vocational directors and superintendents to provide opportunities for vocational and academic teachers to coordinate their courses.

Vocational instructors often have had no experience working with students and are left to their own devices. They depend largely upon their expertise, knowledge, and skill in their vocational subject areas. Competency-based education (CBE) must be developed at the State level and transmitted to instructors not only through written materials, but through in-service programs and workshops. The State Department basically must take a lead role in CBE with the vocational educators. One must remember that in-service must be conducted in this realm with the principals, guidance personnel, and teachers at the feeder high school.

14. Better Communications - Inside and Outside the Schools

Among the suggested avenues for increasing the public relations effort and, hence, the effects on acceptance of vocational education as seen through enrollment and participation, were upgraded public relations programs emanating from the State level, and, with the State providing leadership, stronger public relations programs from the centers which would be student-oriented toward both the comprehensive and the feeder school students.

Other targets of these programs would, necessarily, be the guidance and administrative personnel who are in influential positions with students of all ages, as well as the parents and communities.

It is recommended that the vocational director in cooperation with the superintendent and principals of the service area set forth a closer working relationship between the staff at the vocational center and the staff at the feeder school for improvement of the curriculum being offered at the vocational center, as well as the mutual agreement of scheduling and a more common school calendar.

It appears quite evident that the overall public relations program, not only outside the schools but within the faculty itself, needs to be improved. All staff must be knowledgeable about what programs exist at the center, how students are recruited and selected and whether the students are being placed in jobs for which they are being trained.

APPENDIX A

PROFESSIONAL STAFF INTERVIEW - VOCATIONAL CENTERS
Conducted by
Vermont Department of Education
by
Associated Educational Consultants, Inc.
of
Pittsburgh, Pennsylvania

School_____ County_____

Respondent_____ Position_____

Interviewer_____ Date of Interview_____

First, I would like you to give me some background information on your school.

*1. Approximately how many vocational students do you have enrolled at the vocational center in the 10th____, 11th____, and 12th____ grades?

*2. Approximately how many vocational students in specific vocational programs do you have enrolled at your school (not counting the vocational center - example, agriculture or business education) in the 10th____, 11th____, and 12th____ grades?

*3. What vocational programs are offered in your school (not the center - example, agriculture or business education, etc.) in which you receive vocational funding?

_____

_____

_____

**4. About what percentage of your students are females? ____%; non-white? ____%

**5. What courses of instruction are offered in each of the following vocational areas?

Agriculture_____

Distributive Education_____

_____

_____

Health_____

_____

_____

*Ask Principal Only
**Ask Vocational Director Only

Home Economics _____

_____

_____

Office Occupations _____

_____

_____

Pre-Technical _____

_____

_____

Industrial _____

_____

_____

6. Do all your secondary school students attend on a half-day basis?

☐ Yes ☐ No What other schedules do you have? _____

_____

7. How many feeder high schools send students to your center?

_____ feeder schools

8. What is the average travel time from a feeder high school to the center?

_____ minutes

9. How much input do you have on the vocational center's operations in reference to:

	None	A Minimum Amount	A Moderate Amount	A Substantial Amount
a. Curriculum	☐	☐	☐	☐
b. Scheduling	☐	☐	☐	☐
c. Calendar	☐	☐	☐	☐
d. Other	☐	☐	☐	☐

10. Do the teachers from your center ever meet with the teachers from the feeder schools to plan coordinated instruction?

☐ No ☐ Yes How often do they meet? _____

_____

_____

11. Does your center conduct any formal programs or activities to acquaint students at the feeder schools with the vocational courses available at the center?

☐ No ☐ Yes What do you do? _____

_____

_____

12. How much do the students in the feeder schools seem to respond to these recruitment activities? _____

_____

13. Do you have any idea as to how recruitment could be made more effective?

_____

_____

_____

14. Do you ever have more students apply for a vocational program than there are openings available?

☐ No ☐ Yes How do you select the students who are to be admitted?

_____

_____

15. Do you have any regular selection criteria for any of the programs at your center?

☐ No ☐ Yes What are these criteria? _____

_____

_____

16. Do you ever discourage students from taking a vocational program?

☐ No ☐ Yes What type of students? _____

_____

_____

17. From what you have observed, how do most of the students in the feeder schools feel about vocational education? _____

_____

_____

18. About what percentage of the graduates from your center get jobs in the occupational areas in which they trained? _____% ☐ Don't know

19. Do many of the vocational graduates leave the area to get jobs?

☐ No ☐ Yes ☐ Don't know

20. How about the non-vocational graduates: do they leave the area more ____, less ____, or at about the same rate ____ as vocational graduates?

21. Overall, do you think a student who takes the vocational curriculum has more ____, less ____, or the same ____ number of opportunities after high school as a non-vocational student?

22. Are there any other rules, regulations, or policies - either state or local - that in your judgment limit students from taking vocational programs?

☐ No ☐ Yes Which ones? _____

_____

_____

23. How about the attitudes of the staff in the feeder schools toward vocational education; do you think this influences some students away from vocational programs?

☐ No ☐ Yes In what ways? _____

_____

_____

24. Do you think the Feeder School Staff has been in-serviced on the opportunity of the vocational center?

☐ No ☐ Yes

25. Are the students who come to your center limited in participating in sports and extracurricular activities in their home schools?

☐ No ☐ Yes ☐ Don't know

26. Do you think the students who attend the center feel less a part of their home schools?

☐ No ☐ Yes ☐ Don't know

27. Usually, only 11th and 12th grade students attend the vocational center. Would you like to see 10th graders get the chance to attend also?

☐ No ☐ Yes

28. Do you think the vocational center should be open in the summertime for students who could not attend the vocational center during the regular school year because they are in a different curriculum in the home school?

☐ No ☐ Yes

29. Do you think the vocational center should be open for the extended day to students who cannot attend the vocational center during the regular school day because they are in a different curriculum in the home school?

☐ No ☐ Yes

30. Would you like to see the vocational center used for postsecondary and adult education during the evenings or summertime?

☐ No ☐ Yes

a. If yes, what course(s) would you be interested in taking?

_____

_____

_____

31. To whom is the Vocational Director now directly responsible?

_____
(Title)

32. To whom do you believe the Vocational Director should be responsible in order for the Vocational Center to function most effectively?

_____
(Title)

33. Can you think of one or two more factors that may cause students to avoid vocational programs?

_____

_____

_____

APPENDIX B

PROFESSIONAL STAFF INTERVIEW - FEEDER SCHOOLS
Conducted for
Vermont Department of Education
by
Associated Educational Consultants, Inc.
of
Pittsburgh, Pennsylvania

School_____ County_____

Respondent_____ Position_____

Interviewer_____ Date of Interview_____

First, I would like you to give me some background information on your school.

*1. Approximately how many students do you have in the 10th_____11th_____ 12th_____grades?

*2. Of these students about what percentage are enrolled in a college preparatory curriculum?_____%

*3. What percentage are in a vocational curriculum?_____%

*4. Do you have any students who are taking both college preparatory and vocational training?

☐ No ☐ Yes About how many are there?_____

*5. Approximately what percentage of your graduates enroll in a two or four year college?_____%

*6. Appro..imately how many vocational students do you have enrolled in the vocational center in the 10th_____, 11th_____and 12th_____ grades?

*7. Approximately how many vocational students in specific vocational programs do you have enrolled in your school (not counting the vocational center - example, agriculture education or business education, etc.) in the 10th_____,11th_____and 12th_____grades?

*8. What vocational programs are offered in your school (not the center - example, agriculture education or business education, etc.) for which you receive vocational funding?

_____

_____

_____

* Ask principals only

9. Do the vocational instructors in your school ever conduct any formal activities to acquaint students with their vocational courses?

☐ No ☐ Yes What kinds of activities have they conducted? _____

_____

10. How about the local vocational center: does it conduct any recruitment of students?

☐ No ☐ Yes How does it go about it? _____

_____

11. How does the average student seem to respond to these recruitment activities?

_____

_____

12. Do you have any ideas as to how recruitment for vocational education could be made more effective? _____

_____

_____

13. Do you ever have more students apply for a vocational program than there are openings available?

☐ No ☐ Yes How do you select the students who are to be admitted?

_____

_____

_____

14. Do you have any regular selection criteria for any of the vocational programs either in your school or at the vocational center?

☐ No ☐ Yes What are these criteria? _____

_____

_____

15. Do you ever personally encourage students to take vocational programs?

☐ No Why not? _____ ☐ Yes What kinds of students do you encourage? _____

16. Do you ever discourage students from taking a vocational program?

☐ No ☐ Yes What types of students? _____

17. Do the teachers from your school and the vocational center ever meet to plan coordinated instruction? ☐ No ☐ Yes How often do they meet?

18. Do you think the Feeder School Staff has been in-serviced on the opportunity of the vocational center?

☐ No ☐ Yes

19. Have the Principals, Teachers and Guidance Personnel at the Feeder Schools had the opportunity to visit the vocational center and meet the vocational teachers?

☐ No ☐ Yes

20. On the average, would you say vocational students cause you more____, less____, or about the same amount____of problems as your other students?

(If more) Could you give me some examples? _____

21. In your opinion, how good is the training that vocational students obtain? ____

22. About what percentage of the vocational graduates from your school get jobs in the occupational areas for which they were trained? ____%
☐ Don't know

23. Do many of the vocational graduates leave the area to get jobs? ☐ No
☐ Yes ☐ Don't know

24. How about the non-vocational graduates: do they leave the area more ____, less ____, or at about the same rate ____as vocational graduates?

25. Overall, do you think a student who takes the vocational curriculum has more ____, less ____, or the same ____ number of opportunities after high school as a non-vocational student?

26. How about the attitudes of the non-vocational staff toward vocational education: do you think this influences some students away from vocational programs?

☐ No ☐ Yes In what ways? _____

_____

_____

27. About how long - in minutes - is the trip from your school to the center?

_____minutes.

28. Are the students who attend the vocational center limited in participating in sports and extracurricular activities? ☐ No ☐ Yes

29. Do the students who attend the center seem to feel less a part of this high school? ☐ No ☐ Yes ☐ Don't know

30. In 1981 Vermont will have state regulation on competency education. Do you feel this will help more students enroll in vocational education?

☐ No ☐ Yes ☐ Don't know

31. Usually, only 11th and 12th grade students attend the vocational center. Would you like to see 10th graders get the chance to attend also?

☐ No ☐ Yes

32. Do you think the vocational center should be open in the summertime for students who could not attend the vocational center during the regular school year because they are in a different curriculum in the home school?

☐ No ☐ Yes

33. Do you think the vocational center should be open for an extended day to students who cannot attend the vocational center during the regular school day because they are in a different curriculum in the home school?

34. Would you like to see the vocational center used for postsecondary and adult education during the evenings?

☐ Yes ☐ No

a. If yes, what course(s) would you be interested in taking?

_____

_____

_____

35. In your judgment about what percentage of your students could profit from taking a vocational program while in high school?_____%

36. How much vocational instruction time is missed each day because of scheduling difficulties?_____minutes

37. AEC is of the understanding that some vocational centers have done studies on why students are or are not participating in their vocational center. If you have, what are a few of the main reasons that were concluded:

a. _____

b. _____

c. _____

38. How much input do you have on the Vocational Center's operations in reference to:

	None	A minimum amount	A moderate amount	A substantial amount
a. Curriculum	☐	☐	☐	☐
b. Scheduling	☐	☐	☐	☐
c. Calendar	☐	☐	☐	☐
d. Other	☐	☐	☐	☐

39. To whom is the Vocational Director now directly responsible?

_____
(Title)

40. To whom do you believe the Vocational Director should be responsible in order for the Vocational Center to function most effectively?

_____
(Title)

41. Can you think of one or two main factors that may cause students to avoid vocational programs?

a. _____

b. _____

c. _____

APPENDIX C

M E M O R A N D U M

To: Superintendents, Principals, Vocational Education Directors

From: Dan K. Jacobs, Ed.D.
Vice President
Associated Educational Consultants, Inc.
Pittsburgh, Pennsylvania

Subject: Equalizing Access to Vocational Centers

Date: February 12, 1979

As you are probably aware, Associated Educational Consultants, Inc., (AEC) of Pittsburgh, Pennsylvania, has been selected to conduct a study entitled Equalizing Access to Vocational Centers for the Vermont Department of Education, Vocational Technical Division. A Task Force composed of superintendents, principals, vocational directors, vocational counselors, guidance counselors, and members of the State Department of Education is providing appropriate guidance and direction for this study.

The project sites for the study will be the fifteen vocational centers of the State and a selected feeder (sending) school for each site, a total of 30 schools. At each of the thirty sites, AEC would like to interview a principal, the vocational director, a vocational counselor or guidance counselor, an academic teacher, and a vocational teacher.

In addition to the on-site interviews, AEC will conduct a survey utilizing self-administered questionnaires at each of the fifteen project sites. For each site, 25 vocational and 25 non-vocational students (matched by grade and sex), and their parents, will be selected to represent sending schools of high and low participation. This would be a total of 750 student questionnaires and 750 parent questionnaires.

AEC will distribute the questionnaires to the schools, which will administer, collect, and return the instruments to AEC in self-addressed envelopes, supplied by AEC, within one week of distribution.

While the distribution and collection of instruments through the schools may be a slight inconvenience at the local sites, it is believed, based upon previous surveys conducted by AEC, that the response rate will be considerably higher than through a mail survey.

Six members of the AEC staff will conduct these interviews during February 26, 27, 28 and March 1, 1979. As you realize, we must cover the entire state and would be most appreciative if we can arrange your school staff interviews in conjunction with our travel itinerary. AEC will be making a phone call to the principals and vocational directors in reference to the specific day and time we will be visiting your school.

Hopefully, the principal will assume the responsibility and work with the vocational director to obtain the flexibility to interview the staff members.

APPENDIX D

M E M O R A N D U M

To: Guidance Counselors and/or Vocational Coordinators

From: Associated Educational Consultants, Inc.

Subject: Equalizing Access to Vocational Centers

Date: February 26, 1979

As you are probably aware, Associated Educational Consultants, Inc., (AEC) of Pittsburgh, Pennsylvania, has been selected to conduct a study entitled "Equalizing Access to Vocational Centers" for the Vermont Department of Education, Vocational Technical Division. A Task Force composed of superintendents, principals, vocational directors, vocational counselors, guidance counselors, and members of the State Department of Education is providing appropriate guidance and direction for this study.

Members of the AEC staff will be visiting 30 schools throughout your state and interviewing approximately 135 people.

Not only do we feel that it is essential that we interview a goodly number of people to obtain their input into the study, but find it essential that we allow students and parents of students to reflect their attitude toward vocational education.

Thus, we are asking your cooperation in helping to distribute the questionnaires to vocational students, nonvocational students, parents of vocational students and parents of nonvocational students. Since it appears that a statewide master list of vocational students is not available at this time, we ask that you use your grade level master list for 11th and 12th grades.

The feeder high schools will be randomly selecting 12 vocational students and 12 nonvocational students and the parents of these 12 vocational students and 12 nonvocational students. At the home school, (where the vocational school is located), you will randomly select 13 vocational students and 13 nonvocational students and these 13 vocational students' parents and 13 nonvocational students' parents. Your student selection will automatically determine the parents to be surveyed in each case.

Students to be sampled in feeder schools should be determined as follows:

1. Divide the total number of vocational students by 12. This will determine the interval of sample (ex. 45 vocational students divided by 12 = 3.75 or 4).

2. Since the interval is 4, every 4th vocational student on your master enrollment list is to be sampled.

3. Beginning with the first vocational student on the list, count down to the fourth (4th) vocational student. He/she will be the first sample. Continue counting at intervals of 4 until 12 names have been identified. Start back at

the beginning of your enrollment list to complete the necessary number of samples.

(NOTE: In the example given (12 samples out of 45), the completed sample will include every 4th vocational student, beginning with the 4th on your master grade list and ending with the second student on your list.)

To determine your sample of nonvocational students, choose the name of the nonvocational student immediately following each of your 12 or 13 vocational students sampled.

The same principle may be applied to choosing students for the home school sample. The only change will be that the number of vocational students or nonvocational students will be divided by the number thirteen (13), instead of twelve (12), in order to determine the interval. Otherwise, the sampling procedure remains the same.

Please administer both the vocational and nonvocational student questionnaires on your school premises. Upon completion, please give each of these students a questionnaire to be taken home and completed by the student's parents. The parent questionnaire should be returned to you within two days.

An AEC staff member will give you three (3) addressed envelopes for returning both the student and parent questionnaires to the AEC office. In addition, you will receive $10. for mailing costs.

Many thanks for your help.

APPENDIX E

STATE OF VERMONT
Department of Education
Montpelier, Vermont

SURVEY OF HIGH SCHOOL CAREER PLANNING

The Department of Education is conducting a survey of how high school students choose their courses of study. You have been selected, at random, as a representative of all other high school students in the State. Your answers will help the Department of Education in its efforts to design programs to meet the needs of all students.

Directions: Answer each question as accurately as you can. Most questions can be answered by putting an X or checkmark (✓) in the boxes. If you do not understand a question, raise your hand and the proctor will help you. All answers are completely confidential.

Background Information

Name _____ High School _____

Age: 1 ☐ 15 years or younger
2 ☐ 16 years of age
3 ☐ 17 years of age
4 ☐ 18 years of age
5 ☐ 19 or older

Race: 1 ☐ White, Caucasian
2 ☐ Black, Negro
3 ☐ Other

Sex: 1 ☐ Male
2 ☐ Female

Grade: 1 ☐ 9th
2 ☐ 10th
3 ☐ 11th
4 ☐ 12th

1. Do you live in a city ☐ (1), small town ☐ (2), or rural area ☐ (3)?

2. What is your father's occupation? _____

3. What is your mother's occupation? _____

4. What course of study are you now taking?

☐ No specific course of study
☐ General → SKIP to Question 5
☐ College preparatory
☐ General (including vocational)
☐ College preparatory (including vocational)
☐ Vocational

a. What vocational program are you studying?

_____

Influences on Choice

We would like you to think back to the time you decided to choose the course of study you are now taking. These questions are about some of the things that may have influenced your decision.

5. Did you ever take a career education course which showed you what a variety of different occupations were like?

☐ Yes ☐ No ⟶ SKIP to Question 6

a. How helpful was this course when you had to decide on your course of study?

☐ Not at all helpful

☐ A little helpful

☐ Quite helpful

☐ Very helpful

☐ Undecided, don't know

6. Did you ever take a vocational <u>interest</u> test which indicates the kinds of jobs you were likely to find most interesting?

☐ Yes ☐ No ⟶ SKIP to Question 7

a. How helpful were the results of this test when you had to decide on your course of study?

☐ Never saw the results

☐ Not at all helpful

☐ A little helpful

☐ Quite helpful

☐ Very helpful

☐ Undecided, don't know

7. Did you ever take a vocational <u>aptitude</u> test which indicates the kinds of jobs you would find most suitable for your skills?

☐ Yes ☐ No ⟶ SKIP to Question 8

a. (Next page)

a. How helpful were the results of this test when you had to decide on your course of study?

- ☐ Never saw the results
- ☐ Not at all helpful
- ☐ A little helpful
- ☐ Quite helpful
- ☐ Very helpful
- ☐ Undecided, don't know

8. Did you ever read material from the files in the guidance department or from the library about the requirements of various occupations?

☐ Yes ☐ No ⟶ SKIP to Question 9

a. How helpful were these materials when you had to decide on your course of study?

- ☐ Not at all helpful
- ☐ A little helpful
- ☐ Quite helpful
- ☐ Very he'pful
- ☐ Undecided, don't know

9. Did you ever take part in a summer program which was designed to expose you to a variety of different occupations?

☐ Yes ☐ No ⟶ SKIP to Question 10

a. How helpful was this program when you had to decide on your course of study?

- ☐ Not at all helpful
- ☐ A little helpful
- ☐ Quite helpful
- ☐ Very helpful
- ☐ Undecided, don't know

10. Have any programs or activities been conducted to describe to students what the Vocational Center's programs are like?

☐ Yes ☐ No → SKIP to Question 11

a. Who conducted the program(s)? (Check all that apply.)

☐ Program conducted by my school at my school.

☐ Program conducted by the Center at my school.

☐ Program conducted by the Center at the Center

b. How helpful were these programs when you had to decide on your course of study? (If you checked that both your school and the Center conducted programs, answer in both columns below. If only your school or the Center conducted a program, answer in the column with the appropriate heading.)

Program(s) Conducted by My School	Program(s) Conducted by the Center
☐ Never went to any of these programs	☐ Never went to any of these programs
☐ Not at all helpful	☐ Not at all helpful
☐ A little helpful	☐ A little helpful
☐ Quite helpful	☐ Quite helpful
☐ Very helpful	☐ Very helpful
☐ Undecided, don't know	☐ Undecided, don't know

11. When it was time to choose your course of study, with whom did you discuss your choice? (Check as many as apply.)

☐ Discussed it with no one

☐ Other students

☐ One or both parents

☐ Brother, sister, other relatives

☐ One or more teachers

☐ Guidance counselor

☐ School principal

☐ Other (Who?)_____

12. How helpful were your discussions with your guidance counselor?

☐ Never discussed choice with a counselor

☐ Not at all helpful

☐ A little helpful

☐ Quite helpful

☐ Very helpful

☐ Undecided, don't know

13. Who suggested that you take the course of study you are now following? (Check as many as apply.)

- ☐ No one suggested it
- ☐ Other students
- ☐ One or both parents
- ☐ Brother, sister, other relatives
- ☐ One or more teachers
- ☐ Guidance counselor
- ☐ School principal
- ☐ Other (Who?)_____

14. Who had the most influence on your choice? (Check only one.)

- ☐ No one
- ☐ Other students
- ☐ One or both parents
- ☐ Brother, sister, other relatives
- ☐ One or more teachers
- ☐ Guidance counselor
- ☐ School principal
- ☐ Other (Who?) _____

15. Did your hobbies or leisure-time activities influence the choice of your course of study in any way?

☐ Yes ☐ No ⟶ SKIP to question 16

a. In what way? _____

_____

_____

16. Did you ever consider taking a different course of study than the one you are now taking?

☐ Yes ☐ No ⟶ SKIP to Question 17

a. Which course of study did you consider taking?

- ☐ General
- ☐ College preparatory
- ☐ General (including vocational)
- ☐ College preparatory (including vocational)
- ☐ Vocational

b. Why did you decide not to take the course of study you just checked?

_____

17. What was the most important reason you chose the course of study you are now taking? (Check only one.)

- ☐ To be in same classes with friends
- ☐ To prepare for employment
- ☐ To prepare for college, business school, technical school, etc.
- ☐ To study things of personal interest
- ☐ To have easy courses
- ☐ Followed suggestion of school
- ☐ Undecided, don't know main reason
- ☐ Other (Specify) _____

_____

Attitudes Toward Vocational Courses

Both vocational and nonvocational students have many opinions about vocational courses. We would like to find out how you feel. Please indicate the extent to which you agree or disagree with the following statements by circling one of these responses after each one.

SA = Strongly Agree
A = Agree
? = Undecided
D = Disagree
SD = Strongly Disagree

Do not spend too much time thinking about any one item. Just indicate your first reaction.

	1	2	3	4	5
18. Vocational courses are more interesting than other courses.	SA	A	?	D	SD
19. Students who take vocational courses are just as smart as other students.	SA	A	?	D	SD
20. Vocational students waste a lot of time in their classes.	SA	A	?	D	SD
21. Vocational students usually find jobs in the occupational areas they studied in school.	SA	A	?	D	SD
22. Most teachers in vocational courses are too hard on students.	SA	A	?	D	SD
23. Vocational courses at area centers are better than those in regular high schools.	SA	A	?	D	SD

		1	2	3	4	5
24.	It is easier to get good marks in vocational courses than it is in other courses.	SA	A	?	D	SD
25.	Taking vocational courses makes it easier to get a job when you leave high school.	SA	A	?	D	SD
26.	Taking vocational courses makes it harder to get admitted to college.	SA	A	?	D	SD
27.	There are very few good students in vocational courses.	SA	A	?	D	SD
28.	Vocational courses are a big waste of time.	SA	A	?	D	SD
29.	Students don't like to go to an area center to take vocational courses.	SA	A	?	D	SD
30.	Vocational students cause more trouble than other students.	SA	A	?	D	SD
31.	Vocational students are more serious about their studies than other students.	SA	A	?	D	SD
32.	Vocational courses help a student to learn what he wants to do after high school.	SA	A	?	D	SD
33.	Students like vocational courses more than other courses.	SA	A	?	D	SD
34.	Most teachers don't like to teach vocational students.	SA	A	?	D	SD
35.	The facilities, equipment, and tools that vocational students use are attractive and up-to-date.	SA	A	?	D	SD
36.	Taking vocational courses makes it harder to take part in sports and other activities.	SA	A	?	D	SD
37.	More students would take vocational courses if they could get into the ones they want.	SA	A	?	D	SD

38. What do you plan to do after you leave high school? (Check only one.)

- ☐ Get a job
- ☐ Attend a vocational or business school
- ☐ Attend a junior or community college
- ☐ Attend a four-year college
- ☐ Be a homemaker
- ☐ Go into military service
- ☐ Other (What?) _____

39. When your education is finished, what kind of job do you expect to get?

_____

☐ Undecided at present

40. If you could do anything you wanted to, what kind of job would you like to have? _____

☐ Undecided at present

41. When your education is finished, do you plan to live in Vermont or move to another state?

- ☐ Definitely will live in Vermont
- ☐ Will stay if I can find employment
- ☐ Will probably leave
- ☐ Definitely plan to leave
- ☐ Undecided, don't know

Students in a vocational program SKIP to Question 49.
Nonvocational students answer Questions 42 through 48 only.

Nonvocational Students

42. Did you ever discuss taking a vocational program with a teacher or counselor?

☐ Yes ☐ No ——→SKIP to Question 43

a. How did the teacher or counselor react? _____

_____

_____

43. Did you ever try to enroll in a vocational program?

☐ Yes ☐ No ——→SKIP to Question 44

a. What caused you not to enroll? _____

_____

_____

44. Did school or graduation course requirements ever prevent you from taking a vocational program?

☐ Yes ☐ No ——→SKIP to Question 45

a. What were these requirements? _____

_____

_____

45. If different vocational programs were available, do you think you might have taken them?

☐ Yes ☐ No ——→SKIP to Question 46

a. What programs would you be interested in? _____

_____

_____

46. Since some students cannot fit vocational classes into their schedules, would you possibly consider taking a vocational class in the evening or during the summer?

☐ Yes ☐ No ——→ SKIP to Question 47

47. Did you ever get a chance to visit the vocational center and talk with the vocational teachers prior to choosing your course of study?

☐ Yes ☐ No

48. Overall, how satisfied are you with the education you are receiving?

☐ Very dissatisfied

☐ Dissatisfied

☐ Satisfied

☐ Very satisfied

☐ Undecided, don't know

49. Has taking a vocational program ever limited or hindered you in the following ways--

a. From having lunch with your friends? ☐ Yes ☐ No

b. From taking part in organized sports? ☐ Yes ☐ No

c. From taking part in student government? ☐ Yes ☐ No

d. From taking part in clubs and activities? ☐ Yes ☐ No

50. Would you graduate earlier if you did not take a vocational program?

☐ Yes ☐ No

51. Would you have fewer courses in your senior year if you did not take a vocational program? ☐ Yes ☐ No

52. If you are now taking a vocational course such as business education or agriculture in your own high school, and if this course was not offered at the high school, would you be willing to go to the vocational center to take the course?

☐ Yes ☐ No

53. Is the vocational program you are in the one you most wanted to take?

☐ Yes ☐ No ⟶ a. What program was your first choice?_____

_____

54. Did you ever get a chance to visit the vocational center and talk with the vocational teachers prior to choosing your course of study?

☐ Yes ☐ No

55. Are you basically preparing yourself for one career?

☐ Yes ☐ No

56. Overall, how satisfied are you with the education you are receiving?

☐ Very dissatisfied
☐ Dissatisfied
☐ Satisfied
☐ Very satisfied
☐ Undecided, don't know

Additional Comments:

THANK YOU VERY MUCH
FOR YOUR COOPERATION

APPENDIX F

STATE OF VERMONT
Department of Education
Montpelier, Vermont

SURVEY OF PARENT ATTITUDES
TOWARD HIGH SCHOOL CAREER PLANNING

The Department of Education is conducting a survey of how high school students choose their course of study. Your son or daughter was selected, at random, as a representative of all other high school students in the state. He or she has already completed a questionnaire, and we would like to obtain some information from you. Your answers will help the Department of Education in its efforts to design programs to meet the needs of all students.

Directions: Please answer each question. Most can be answered by putting an X or check mark (✓) in the boxes. All answers are completely confidential.

Student's Name_____ High School_____

1. Who is completing this questionnaire?

   ☐ Mother ☐ Father ☐ Guardian or other

2. Occupation of father? _____

3. Does mother hold a regular job outside the home?

   ☐ No ☐ Yes What kind of job?_____

4. Do you live in a city ☐ , small town ☐ , or rural area ☐ ?

5. Total number of children in family? _____

   a. Number of children attending school? _____

6. Please list any school-related organization of which you are a member or an active supporter._____

   _____

   a. Have you ever taken any adult or evening courses at your school?

      ☐ Yes ☐ No

7. What course of study is your son or daughter now taking in school?

- ☐ No specific course of study
- ☐ General
- ☐ College preparatory
- ☐ General (including vocational)
- ☐ College preparatory (including vocational)
- ☐ Don't know
- ☐ Vocational

a. If vocational, what trade or occupation is he or she studying?

_____

8. Did you ever discuss the course of study your son or daughter would take with him or her?

☐ Yes ☐ No ☐ Uncertain, don't remember

9. Did you ever discuss the course of study your son or daughter would take with a teacher or guidance counselor?

☐ Yes ☐ No ——→ SKIP to Question 10

a. Did the teacher or counselor influence the choice?

☐ Yes ☐ No ——→ SKIP to Question 10

b. How was the choice influenced? _____

_____

_____

10. Have you attended programs at your son or daughter's school that described to students and parents the various courses of study a student can take?

☐ School never had such programs ☐ Never attended such programs

☐ Have attended such programs

11. Did your son or daughter ever want to take a course of study that you were opposed to?

☐ Yes ☐ No ——→ SKIP to Question 12

a. What was the course of study? _____

b. Why were you opposed? _____

_____

12. Was your son or daughter ever prevented from taking a course of study that he or she wanted because of a school rule or regulation?

☐ Yes ☐ No ⟶ SKIP to Question 13

a. What was the rule or regulation? _____

_____

_____

13. Did you know your son or daughter could take both a college preparatory and a vocational course of study at the same time? ☐ Yes ☐ No

a. Would you want your son or daughter to take both?

☐ Yes ☐ No ☐ Undecided

14. Overall, how satisfied are you with the education your son or daughter is receiving?

☐ Very satisfied
☐ Satisfied
→ SKIP to Question 15

☐ Dissatisfied
☐ Very dissatisfied
→ a. Why are you dissatisfied?

_____

_____

_____

_____

☐ Undecided, don't know

15. Do you have any general vocational goals for your son or daughter? (Check only one.)

☐ No
☐ Hope that he or she will get a good job
☐ Hope that he or she will learn a trade
☐ Hope that he or she will go on to college
☐ Other (What goals?) _____

_____

16. Have you ever tried to direct your son or daughter toward certain occupations? (Check all that apply.)

- [ ] No
- [ ] Yes, by pointing out successful examples
- [ ] Yes, through discussions
- [ ] Yes, by giving toys, kits, and books about certain occupations
- [ ] Yes, by encouraging activities or part-time jobs in certain occupations
- [ ] Other (What ways?) _____

_____

17. Is there any particular kind of work you would like to see your son or daughter get into?

[ ] No [ ] Yes What kind? _____

18. What do you think your son or daughter will do after high school? (Check only one.)

- [ ] Get a job
- [ ] Enter military service
- [ ] Be a homemaker
- [ ] Go to a vocational or business school
- [ ] Go to a junior or community college
- [ ] Go to a four-year college or university
- [ ] Other (What?) _____
- [ ] Don't know what he/she will do

19. When his or her education is finished, do you think your son or daughter will live in Vermont or move to another state?

- [ ] Will definitely live in Vermont
- [ ] Will stay if he or she can find employment
- [ ] Will probably leave
- [ ] Will definitely leave
- [ ] Don't know what he or she will do

20. Usually, only 11th and 12th grade students attend the vocational center. Would you like to see 10th graders get the chance to attend also?

☐ Yes ☐ No

21. Do you think the vocational center should be open in the summertime for students who could not attend the vocational center during the regular school year because they are in a different curriculum in the home school?

☐ Yes ☐ No

22. Would you like to see the vocational center used for postsecondary and adult education during the evenings?

☐ Yes ☐ No

a. If yes, what course(s) would you be interested in taking?

_____

_____

_____

Attitudes Toward Vocational Education

This part of the questionnaire is designed to find out how you feel about vocational education. Vocational education is designed to develop the basic skills and knowledge to prepare students for employment after they leave high school. Please indicate the extent to which you agree or disagree with each of the following statements by circling one of these responses after each one.

SA = Strongly Agree ? = Undecided D = Disagree
A = Agree SD = Strongly Disagree

Do not spend too much time thinking about any one item. Just indicate your first reaction.

		1	2	3	4	5
23.	It is more important to provide many students with a sound basic education than to use the time for vocational education.	SA	A	?	D	SD
24.	I am impressed by the training received by a high school graduate of a vocational education program.	SA	A	?	D	SD
25.	I would favor expanding vocational education programs.	SA	A	?	D	SD
26.	Most vocational education courses in my opinion lead nowhere.	SA	A	?	D	SD
27.	In my opinion there are not enough students in vocational education at the high school level.	SA	A	?	D	SD

		1	2	3	4	5
28.	For many students in high school, there should be greater emphasis on earning a living through a vocational education program.	SA	A	?	D	SD
29.	Vocational education programs cannot possibly prepare high school students for the range of job opportunities available to them.	SA	S	?	D	SD
30.	In my opinion, taking vocational education hinders students from further education after high school.	SA	A	?	D	SD
31.	Results of vocational education programs I have seen or heard about were beneficial to the communities in which they were located.	SA	A	?	D	SD
32.	I do not think vocational education in high school is as necessary for most students as other programs.	SA	A	?	D	SD
33.	Taking vocational courses makes it harder for students to take part in sports and other activities	SA	A	?	D	SD
34.	There should be more money set aside in the school budget for vocational education.	SA	A	?	D	SD
35.	Most students who take vocational education in high school, in my opinion, lack too many other scholastic skills.	SA	A	?	D	SD
36.	I should like to see vocational education encouraged more among high school students.	SA	A	?	D	SD
37.	I believe good vocational education programs in public schools attract new industries to a community.	SA	A	?	D	SD
38.	It seems to me that vocational education in high school does not prepare a student for advancement in an occupation.	SA	A	?	D	SD
39.	I am of the opinion that vocational education is too costly in proportion to its worth to the community.	SA	A	?	D	SD
40.	I favor reducing vocational education programs when available school funds are in short supply.	SA	A	?	D	SD

		1	2	3	4	5
41.	This community should provide a wide variety of vocational programs to fit the abilities of most students.	SA	A	?	D	SD
42.	More students would take vocational courses if they could get into the ones they want.	SA	A	?	D	SD

ADDITIONAL COMMENTS

Please have your son or daughter return this questionnaire to his or her counselor at the home school in the envelope provided.

THANK YOU VERY MUCH
FOR YOUR COOPERATION

APPENDIX G

WORKSHEET FOR PROVIDING INFORMATION TO
ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads
P.O. Box 15073
Pittsburgh, Pennsylvania 15237

VERMONT STATE DEPARTMENT OF EDUCATION
VOCATIONAL-TECHNICAL EDUCATION DIVISION

Submitted by _____ _____
Name Title

I. Recommendations for change in state graduation requirements

_____

_____

_____

_____

_____

II. Problems of attracting students into vocational education

A. Scheduling _____

_____

_____

_____

_____

B. Guidelines for Recruitment _____

_____

_____

_____

_____

C. Guidelines for Selection _____

_____

_____

_____

D. Duplication of courses at the Sending High School and Comprehensive High School (Vocational Center)

E. Dissemination of public information

F. Program exploration

III. Organization of vocational education

A. Expansion of Vocational Education at the Comprehensive High School

B. Expansion of Vocational Education at the "Feeder" or "Sending" High School

C. Expansion of Vocational Education at the postsecondary and adult level _____

D. Rural vs. urban _____

IV. Problems encountered in conducting program (e.g. cooperative vocational education program, work-study program, etc.)

V. Other problems

A. Seniors who are not under supervision of school to work

B. Location of cooperative program _____

C. Child labor standards _____

VI. Legal provisions

A. Mainstreaming the special needs students _____

B. Transportation of students _____

C. Job-preparation program for school dropouts _____

II. State Plan

Do you have any suggestions for updating the State Plan under the Vocational Education Amendments of 1976 as they would apply to 1980?